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ABSTRACT

Developed by Wisconsin's K-12 Career Education consortium, this kit of career education assessment and evaluation instruments is divided into eight sections. Section 1 provides helpful notes on using the kit and covers the following topics: program development, types of evaluation, organization of the instruments, modification of the instruments, reproduction of the instruments, analysis of results, reporting results, and selected references for career education evaluation. Section 2 provides guidelines for developing and utilizing career education assessment instruments. Section 3 describes the selected evaluation designs, and section 4 contains instruments for assessing career education needs. Sections 5 through 7 contain forms for evaluating career education materials, instruments for measuring career education processes, instruments for measuring career education outcomes. The final section provides additional information on published instruments used by the consortium. (BM)

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ED169392

# A KIT OF
# CAREER EDUCATION
# ASSESSMENT AND EVALUATION INSTRUMENTS

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 020 699

DEVELOPED BY THE

WISCONSIN K-12 CAREER EDUCATION CONSORTIUM*

*The Consortium is comprised of the Wisconsin Department of Public Instruction and the seven school districts of Eau Claire, Kimberly, Madison, Oregon, Shawano, Sheboygan, and Watertown. The project is funded through a grant from the Office of Career Education, U.S. Office of Education, Department of Health, Education, and Welfare pursuant to the Educational Amendments of 1974, Section 406, Title IV, Public Law 93-380. (Project No. 554AH60129 and Contract No. 300760331)

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Bulletin No. 8094

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# FOREWORD

Recognizing the critical role evaluation plays in the future of career education, the Wisconsin K-12 Career Education Consortium has spent the past two years developing a kit of evaluation tools which would be of value to all persons interested in improving career education and involved in decision making. These materials represent countless hours of work by many individuals both directly and indirectly involved with the Consortium, including the Consortium's representatives, on-site evaluation specialist, and project director. Numerous teachers, counselors, other staff, and students from the school districts which comprise the Consortium also provided considerable input.

This kit's contents have been designed, written, and organized to facilitate use by persons with differing professional backgrounds who share the common interest of evaluating career education for the purpose of strengthening it. The kit has been presented in a fashion which the Consortium hopes will encourage rather than discourage local career education evaluation efforts. The Consortium has found the kit's components to be very useful and has been pleased with the reception they have had among other educators.

The task of creating good evaluation tools is one which will probably never be fully completed. The contents of this kit were expanded and refined during the past year according to results of field testing and a survey of recipients of the kit. The Consortium continues to invite your comments on any of the instruments including descriptions of how you have used them, reports of the data collected with them, and suggestions on how they might be modified.

Robert S. Meyer
Project Director

James W. Augustin
On-Site Evaluation Specialist

The Wisconsin Consortium for Improving Career Education was formed in 1975 to conduct a demonstration project for the Career Education Office within the U.S. Office of Education under Title IV of the Education Amendments of 1974. Members of the consortium and key personnel who have been involved in the development of this kit are:

The Wisconsin Department of Public Instruction;
Robert S. Meyer, Career Education Consultant and Project Director
James W. Augustin, On-Site Evaluation Specialist
Eau Claire Public Schools; Clifford Stanford, Local Director
Kimberly Public Schools; Jerry Kain, Local Director
Madison Public Schools; Ellen Meister, Local Director
Oregon Consolidated Schools; Roland Cross, Local Director
Shawano Public Schools; Fred Ponschok, Local Director
Sheboygan Public Schools; Allen Stessman, Local Director
Watertown Public Schools; Eileen Scott, Local Director

Other individuals, too numerous to mention, in the seven school districts have also contributed to the development of this kit. These people include many teachers, counselors, and administrators dedicated to improving career education.

The Consortium's Third Party Evaluator, The Center for Vocational, Technical and Adult Education at the University of Wisconsin-Stout, Co-Directors Harold Halfin and Orville Nelson, has also provided valuable assistance in the creation of this kit.

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# NOTES ON USING THE KIT

## A FEW IMPORTANT INTRODUCTORY COMMENTS

The primary purpose of these introductory comments is to familiarize readers with the contents of this kit of assessment and evaluation tools and the ways in which they can best be utilized. A thorough discussion of educational evaluation, even narrowed to career education evaluation, could occupy several volumes and is beyond the scope of this kit. Users are strongly encouraged, however, to become familiar with some of the literature in the field. A bibliography of important selected books on assessment and evaluation is provided on page 11 of this kit.

Assessment is often thought of as two major activities - measurement and evaluation. Measurement is the collection of information or data through the use of tests, surveys, interviews or other procedures. Alone, the data are usually difficult if not impossible to interpret and use. Evaluation is the process of placing the information obtained in measurement in some frame of reference, and making judgements and decisions from the information. The instruments in this kit are measurement tools which gather information that career educators can use to make judgements and decisions regarding the nature, quality, and effectiveness of career education activities in their schools. It is important to note that the instruments do not collect data simply for the purpose of labeling something good, bad, a success, or a failure. They will help reveal program strengths and weaknesses, what is working and what is not, the degree to which objectives have or have not been attained, etc. Consequently, evaluation is a cornerstone of efforts to improve career education. Thought should be given to evaluation from the very beginning of and throughout the program planning and implementation process. In particular, it must be kept in mind when writing measurable objectives and planning strategies to achieve the objectives.

The kit section titled "Guidelines for Developing and Utilizing Career Education Assessment Instruments" provides a helpful step-by-step procedure for using instruments in the kit and from other sources. The beginning points of an evaluation are to describe that which is to be evaluated and to formulate some evaluation questions so that the nature and source(s) of evaluation information needed can be specified. After these activities have been completed, one can search the instruments in this kit to determine whether any are designed to provide information similiar to that needed or desired. The descriptive information on the page(s) preceeding each instrument should be of assistance in making this determination. If a particular instrument does appear to meet an evaluation need , the instrument should be more closely studied to determine its suitability for local use. The "Evaluating an Assessment Instrument" form and the "Instrument Draft Feedback Form" contained in this kit list criteria which should be considered in making this determination.

If an instrument appears to be promising for local use, the evaluator would be wise to solicit opinions from other concerned individuals before further planning of the evaluation strategy is undertaken. Involving persons who will be affected by the evaluation and consequent program changes in planning the evaluation is highly recommended. This courtesy will often stimulate their cooperation in data collection. With their own time and effort invested, these people may also be more inclined or receptive to using the results of the evaluation to effect program change.

Pages 7 and 8 contain helpful information on modifying instruments to meet local needs and on reproducing the instruments in quantity. While some of the recipients of the kit have not modified particular instruments, they have found the kit highly valuable because it has acquainted them with various models for constructing new evaluation tools. The instruments do incorporate a variety of item types and response formats which can serve as examples.

After a measurement instrument has been prepared, the evaluator can proceed to finalize measurement strategies. Impact or outcome evaluations in particular may require more elaborate designs than a simple survey or monitoring approach. The kit section titled "Selected Evaluation Designs" discusses the strengths and weaknesses of various career education evaluation designs and can be consulted when identifying the most appropriate design for the particular need and circumstances.

Careful instrument administration and data collection are important to a valid evaluation. Information on the page(s) preceeding each instrument often contains comments on this step in the evaluation.

When data collection has been completed, the data must be processed, analyzed, and reported. These topics are briefly addressed on pages 9 and 10, and each instrument's "cover" page also provides suggestions. Finally, as the "Guidelines for Developing and Utilizing Career Education Assessment Instruments" note, do not neglect to disseminate a report of results to decision-makers and other interested individuals and groups. After all, evaluations are conducted to inform and effect change.

## Program Development

As noted earlier, there are several good detailed discussions of evaluation available to the career education evaluator, and a number of them are included in the reference list on page 11. However, a few brief words on evaluation and its functions in the cycle of program development seem in order in a kit of evaluation tools.

Career education program development or improvement has often been conceptualized as a process involving four principal stages or phases: 1) needs assessment, 2) program planning, 3) implementation, and 4) evaluation of outcomes. These stages may be thought of as forming the cycle of program development which is depicted in Figure 1.

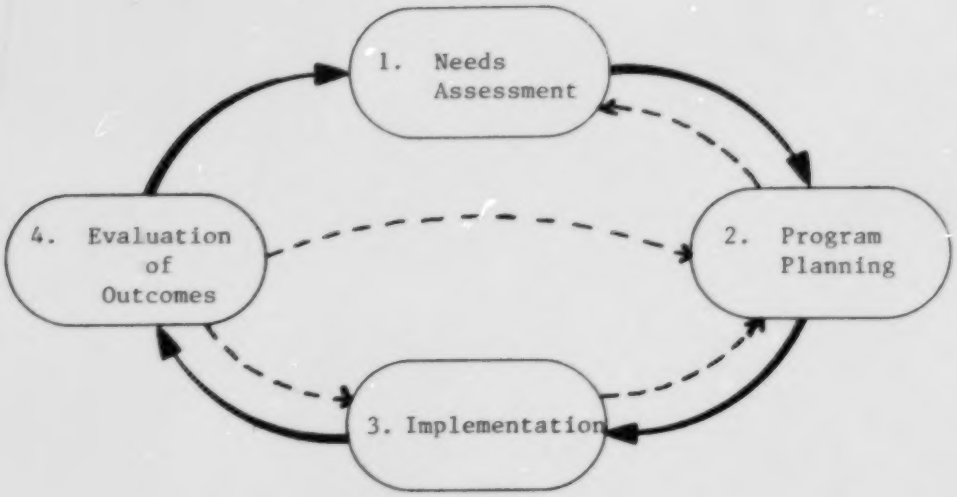


Figure 1

Career Education Program Development Cycle

The basic events and decisions characteristic of each stage in the developmental process are as follows:

1. Needs assessment includes identifying and prioritizing unmet career education needs. Goals and objectives are formulated using needs data.

2. Program planning includes developing strategies and procedures to meet career education objectives. Required resources and their allocation are specified, and decisions are made regarding the feasibility and costs of attaining stated objectives.

3. In the program implementation phase, the strategies and procedures planned to achieve stated objectives are operationalized or put into action. The relationship between planned and actual strategies is monitored so that decisions may be made regarding changes in planned strategies and/or implemented processes.

4. The evaluation of outcomes phase involves assessing the outcomes of procedures and strategies which have been implemented in order to determine whether objectives are being attained. Decisions are made regarding changes in implementation, planning, and needs.

## Types of Evaluation

Daniel L. Stufflebeam has distinguished four types of evaluation - context, input, process, and product - in Educational Evaluation and Decision Making (reference #8). These four types of evaluation correspond to the four principal stages of program development noted above and provide information required for the kinds of decisions made at each stage. Briefly, the four types of evaluation can be labeled and described as follows:

1. Context evaluation provides information on problems and unmet needs which can be used in formulating career education goals and objectives. This information may be obtained from a variety of sources such as tests, attitude scales, observations, literature reviews, and surveys of perceived needs.

2. Input evaluation provides information which will help identify the best strategies for meeting goals and objectives. Alternative procedures, materials, facilities, schedules, personnel requirements, and budgets are assessed. The appropriateness of process and product evaluation designs is also studied within the input evaluation phase.

3. Process evaluation provides feedback to career education practitioners on how and to what extent planned strategies and procedures are being implemented. The data provided by surveys, logs, and other records help personnel to monitor project activities so that necessary adjustments in the implementation of planned strategies can be made. The record of implementation which process evaluation yields will also be valuable in specifying the strategies which produce any outcomes revealed by product evaluation. Process evaluation usually receives heavier emphasis during earlier implementation efforts.

4. Product evaluation provides measurements regarding project outcomes or information on the extent to which objectives are attained. Product evaluations are most often conducted simultaneously with process evaluations,but receive heavier emphasis after planned strategies have been fully implemented. The data obtained in a product evaluation, when combined with process evaluation data, can serve as valuable feedback for decisions regarding the continuation, modification, or termination of processes.

## ORGANIZATION OF THE INSTRUMENTS

The instruments in the kit are arranged into several general categories. Although each instrument has been placed in one category, in several instances the instruments can easily be adapted for use for other evaluation purposes.

### Instrument for Assessing Career Education Needs

These instruments will help to measure and prioritize various career education needs. Because change and growth in career education occur on a continual basis, needs assessment should be a continual activity within the school district. The data obtained with these instruments can be very useful in formulating local career education goals and objectives.

### Forms for Evaluating Career Education Materials

The forms in this section can be used by career education practitioners to screen items such as curriculum products and measurement instruments, or to measure the quality and effectiveness of materials such as newletters. All are designed to accompany copies of the items with which they are concerned, and the responses on these forms should provide a valuable information base for accepting, improving, or rejecting materials.

### Instruments for Measuring Career Education Processes

These instruments help to measure and monitor the procedures and strategies being implemented to achieve program objectives and effect desired career education outcomes in students. Included are instruments which measure processes such as classroom activities, parent participation, and career related guidance activities. The results of these instruments will also provide information on the specific strategies which have produced any student outcomes that are observed and measured.

### Instruments for Measuring Career Education Outcomes

The instruments placed under this classification can be used to measure career education outcomes or products in terms of student or staff behavior and attitudes. Instruments which measure outcomes will frequently be used in evaluation designs such as those discussed in the kit's section titled "Selected Evaluation Designs."

In some instances, these instruments also collect valuable information on career education processes. Much of the data these instruments yield can be interpreted to reflect unmet needs in addition to accomplishments.

### Information on Published Instruments Used by the Consortium

This section contains short descriptions of several published instruments which measure student outcomes of career education.

## MODIFICATION OF THE INSTRUMENTS

The developmental process (detailed in the kit's Guideline for Developing and Utilizing Career Education Assessment Instruments) which the Consortium's assessment instruments have gone through has yielded evaluation tools which should be highly transportable. The instruments focus upon important common facets of career education and attempt to collect information which should be useful to a majority of the school districts in the state which are striving to improve career education. To produce widely applicable instruments, it has been necessary to sacrifice some degree of specificity by removing references to localities and special program features. Consequently, an instrument may not always address the evaluation needs of a particular school district as closely as would seem desirable. The kit's users are therefore encouraged to modify any instrument's contents as they deem appropriate if this will enhance its usefulness and the value of the data or information which the instrument is designed to collect.

The cover sheet accompanying each instrument includes suggestions for modification or local adaptation. These suggestions encompass the following general kinds of changes which might be made in any instrument:

1. Deleting Items. This would include eliminating 1) items which are inappropriate for the local setting in which the instrument is to be used, or 2) items which collect information readily available from other sources or easily attainable through other means.

2. Adding Items. This would involve writing additional items which 1) deal with specific characteristics of local career education efforts and populations which are related to the purpose of the instrument, or 2) collect other descriptive data about respondents.

3. Altering Existing Items. These changes might include 1) making alterations in the wording of an item, 2) adding references to a specific locality, or 3) changing the response format of a question to yield more useful information (e.g., an item might be reworded to solicit an open-ended response rather than a "Yes" or "No").

Modification of an instrument should be done with caution. One must consider such things as whether or not the revised copy solicits information which respondents are unable to provide, and the way in which changes alter the time and effort required of respondents. Close attention should also be given to how modifications will affect data processing and whether the results will be easily interpretable!

It would be wise to obtain the judgments of other individuals including evaluation consultants and potential respondents on any modifications which the user proposes. This will help insure clear and concise items which pose no problem for the instrument's respondents and genuinely enhance the instrument's value as an evaluation tool. The instrument Draft Feedback Form contained in the kit could be used to accomplish this task.

## REPRODUCTION OF THE INSTRUMENTS

All of the evaluation instruments in the kit have been designed to facilitate several different methods of local reproduction in quantity. The best method of reproduction will be dependent upon a variety of factors including quality and quantity required, resources such as personnel and finanical funds available, and whether an instrument is being used as it appears in the kit or whether it is being modified to more clearly satisfy local needs. A brief discussion of several alternative reproductive procedures follows.

The pages of a multiple page instrument can be printed back to back if the user desires. An instrument can also be printed on colored paper. Research has shown that color improves response rate for surveys, with green being one of the more effective colors.

### Offset Printing

Offset printing will yield a high quality copy and is the most appropriate means of reproduction for large quantities. Many instruments are short enough to fit on both sides of one piece of paper which will make this method an economical one and produce instruments which respondents will perceive as requiring less time and effort than multiple page instruments.

If the evaluator decides to use a particular instrument just as it appears in the kit, the kit copy can simply be photographed for the printing process. If modifications are made in an instrument's content, it should be retyped with an electric typewriter on heavy bond paper. Margins of at least one inch should be left on all four sides of the paper.

### Spirit Duplicating

Spirit master duplication (dittos) can be a quick and economical method of reproduction where only small quantities are required. Virtually every school has easy access to the equipment necessary for this method. However, a lower quality copy results from this method, particularly when both sides of the paper are used. Copies can be difficult to read in some instances and an instrument may look less "professional," which could negatively effect response rate to some evaluation activities. If large quantities of the instrument are needed, two or more ditto masters may have to be prepared for each page.

If the evaluator selects this method of reproduction for an instrument in the kit, a ditto master can be made using a thermofax copier or the instrument can be retyped as it appears on a master. When alterations are made in the instrument's contents, retyping on a master will be required.

### Mimeograph

Mimeograph reproduction yields a dark black copy which is usually easy to read. However, the ink tends to bleed making materials printed on both sides of a piece of paper more difficult to read than offset materials.

To use this procedure, the instrument need only be retyped on a stencil. If mimeograph is to be used for a modified version of a kit instrument, it is suggested that a draft be typed on plain paper before a stencil is cut.

## ANALYSIS OF RESULTS

The instruments in the kit have been designed for easy hand tabulation and analysis; however, all have also been designed to facilitate key-punching and computer analysis if the user desires. The method of analysis that is used will depend upon such variables as time, volume of data, and resources such as personnel and financial funds which are available. If computer analysis is chosen, the help of persons knowledgeable in key-punching, statistics, and programming will most likely be required. For many instruments, response codes have been placed in parentheses before response options, and question numbers can be used to identify columns on the computer card where response codes are to be punched.

The kinds of statistical analyses the evaluator performs will be dependent upon the evaluation design being used and the nature of the measurement instrument. Statistical analyses appropriate to the various designs are noted in the kit's section titled Selected Evaluation Designs. Suggestions on statistical analysis are also made in the cover sheets for the instruments.

It is beyond the scope of this kit to provide a detailed discussion of statistical techniques which might be employed in evaluating career education. There are numerous references in the professional literature which can authoritatively address the topic of data analysis. Among the most notable are:


Andrews, F. M., L. Klein, T. N. Davidson, P. M. O'Malley and W. L. Rogers. A Guide for Selecting Statistical Techniques for Analyzing Social Science Data. Ann Arbor, Michigan: Institute for Social Research, 1974.

Ferguson, G. A. Statistical Analysis in Psychology and Education. New York: McGraw-Hill, 1966.

Hays, W. L. Statistics for the Social Sciences. New York: Holt, Rinehart, and Winston, 1973.

McNemar, Q. Psychological Statistics. New York: Wiley, 1969.

Winer, B. J. Statistical Principals in Experimental Design. New York: McGraw-Hill, 1962.

## REPORTING RESULTS

After the evaluator has collected, analyzed, and interpreted the information an instrument or set of instruments yields, a summary of the evaluation must be communicated to decision makers and other interested persons who might include local project personnel, local Board of Education members, various school administrators, teachers and guidance personnel, interested community persons including parents, and people involved in career education in other areas throughout the state and nation. Because potential readers of a report will vary widely in their background and level of expertise, the report should be clearly and simply written so that it can be understood by a general audience.

It is particularly important to note that data revealing failures or problems can be as valuable to improving career education as information on career education's successes and should be reported. It should also be remembered that statistically significant results are not always educationally meaningful results, so special care should be taken in formulating the educational implications or recommendations arising from results obtained with any measurement instrument.

A report of an evaluation should include the information outlined below. The format can be modified and expanded to suit the needs of the author.

I. INTRODUCTION

This section would include a description (including goals and objectives) of what is being evaluated and a statement of the purpose(s) of the evaluation effort.

II. METHODOLOGY

The evaluation design, instrumentation, subjects, sampling procedures, and other facets of the evaluation's procedures would be reported in this section.

III. RESULTS

A report of the data collected, including easy-to-read tables and figures would appear in this section.

IV. DISCUSSION AND RECOMMENDATIONS

In this section results should be interpreted and discussed. Recommendations for change or improvement should be made based upon the findings. The evaluator may wish to make suggestions on future evaluation activities here.

V. APPENDICIES

This section would include copies of the instruments. More detailed tables and figures displaying data which are too lengthy or complex for placement in the text, yet of potential value to readers, can be placed here.

SELECTED REFERENCES FOR CAREER EDUCATION EVALUATION


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12. Thorndike, R.L., and Elizabeth Hagen. Measurement and Evaluation in Psychology and Education (Third Edition). New York: Wiley, 1969.

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# GUIDELINES FOR DEVELOPING AND UTILIZING CAREER EDUCATION ASSESSMENT INSTRUMENTS

PREPARED BY

JAMES AUGUSTIN

## DEVELOPING AND UTILIZING CAREER EDUCATION ASSESSMENT INSTRUMENTS

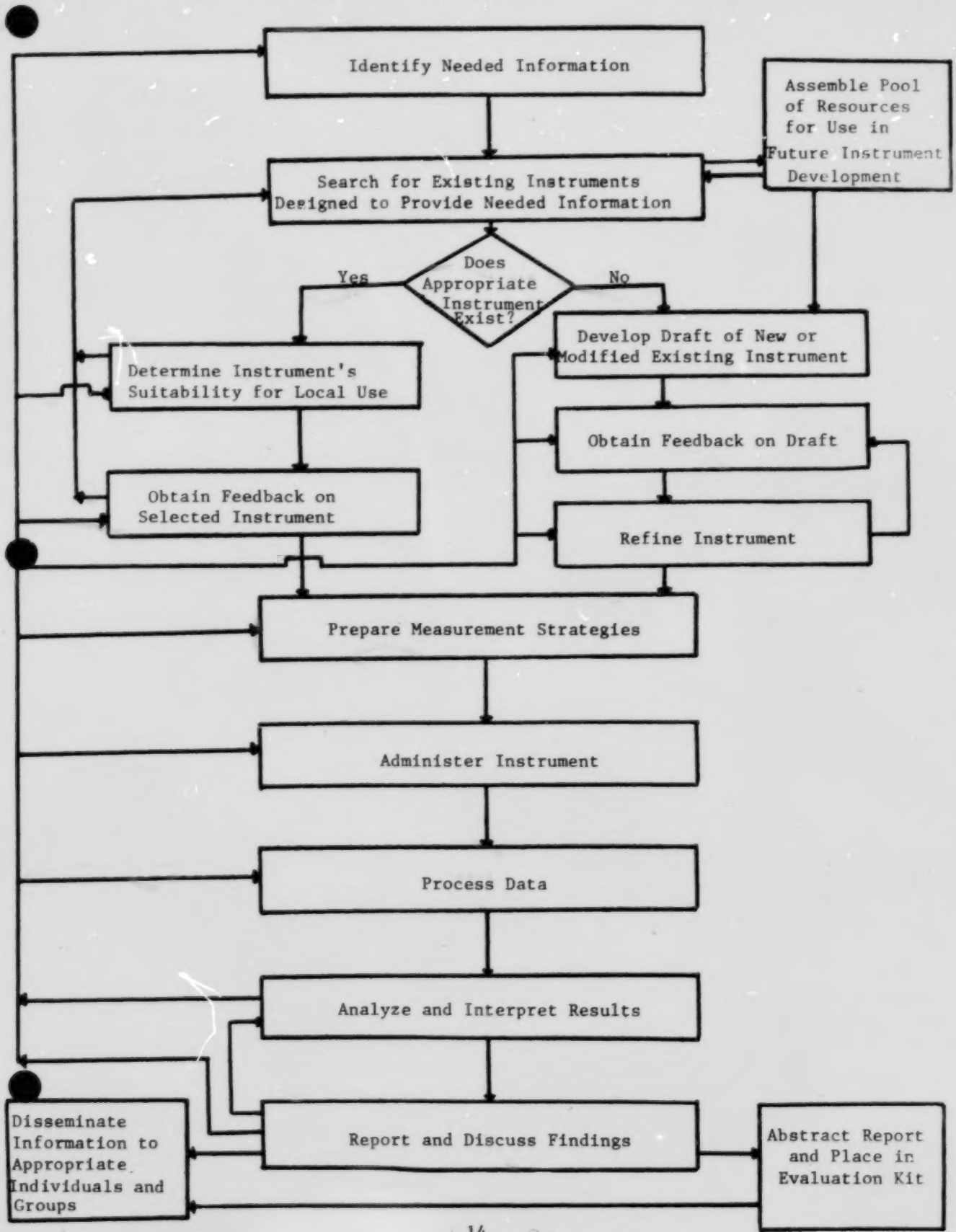
One of the major objectives of the Wisconsin K-12 Career Education Consortium was to develop a variety of assessment instruments which could be used in the design, implementation and evaluation of career education programs. In order to accomplish this objective, it was necessary for all LEA members of the Consortium to participate in instrument development and utilization processes. Each LEA agreed to develop and utilize at least one assessment instrument for which there was a consortium-wide as well as local need. Each member also agreed to incorporate in its assessment activities at least one instrument developed by another LEA so that a better judgement of the validity and utility of each instrument could be made.

Selection or development of a valid data collection instrument is a very important facet of any valid evaluation. Equally important is the proper use of the assessment instrument after it has been selected or developed. Therefore, the attached Steps in Developing and Utilizing Career Education Assessment Instruments is offered as an aid to LEAs in their evaluation activities.

The Steps are intended to serve as guidelines rather than a prescription for LEAs. An LEA can proceed through these basic steps each time it develops and/or uses one assessment instrument. Component tasks have been identified for each step so that each LEA can take initiative and responsibility for completing necessary activities using local resources. The guidelines also note ways in which an evaluation consultant and project director or career education coordinator can be of assistance in carrying out the activities associated with each step.

Member LEAs differ greatly in the resources which they have available for evaluation. Consequently, there will be differences among LEAs in the degree to which they can complete any component task. The nature and extent of assistance from the evaluation consultant and project director or career education coordinator will vary with the kind of instrument being developed and/or utilized, and the abilities of the LEA. Because there is a wide variety of instruments which can be used in many different settings under different circumstances, the listing of component tasks and support activities should not be regarded as comprehensive. Special resource persons, such as psychologists and third-party evaluators, who are available to LEAs may also be relied upon for assistance in completing various tasks.

OVERVIEW OF STEPS IN DEVELOPING AND UTILIZING CAREER EDUCATION ASSESSMENT INSTRUMENTS


Identify Needed Information
Assemble Pool of Resources for Use in Future Instrument Development
Search for Existing Instruments Designed to Provide Needed Information
Does Appropriate Instrument Exist?
Yes
No
Develop Draft of New or Modified Existing Instrument
Determine Instrument's Suitability for Local Use
Obtain Feedback on Draft
Obtain Feedback on Selected Instrument
Refine Instrument
Prepare Measurement Strategies
Administer Instrument
Process Data
Analyze and Interpret Results
Disseminate Information to Appropriate Individuals and Groups
Report and Discuss Findings
Abstract Report and Place in Evaluation Kit

STEPS IN DEVELOPING AND UTILIZING CAREER EDUCATION ASSESSMENT INSTRUMENTS

| Step | Component Tasks | Support Roles: Evaluation Consultant | Support Roles: Project Director |
|---|---|---|---|
| Identify Needed Information | Formulate questions regarding needs assessment, materials, program implementation, program outcomes, etc. Specify kind(s) and source(s) of information which will provide answers to questions. | Assist LEA in formulating evaluation questions and identifying appropriate information types and sources. Review for clarity and conciseness. Coordinate assessment and evaluation activities among LEAs. | Establish and maintain contacts with appropriate state committees and task forces. Inform others of needs. |
| Search for Existing Instruments Designed to Provide Needed Information | Conduct search of all resources available to LEA. Use Educational Resources Information Center (ERIC) Clearinghouse in Career Education and Clearinghouse in Tests, Measurement and Evaluation. | Search files, journals in education, psychology, and measurement, publishers' test catalogues, Psychological Abstracts, Tests in Print, Education Index, Mental Measurements Yearbook, and other literature in career education. | Actively seek out example instruments used by other groups in the state and nation. |
| Assemble Pool of Resources for Use in Future Instrument Development | Provide evaluation consultant with copies of instruments, evaluation reports, and other materials which may be of use in future assessment and evaluation activities. | Build and maintain central pool of resources, including instruments, evaluation reports, and important reference materials. | Actively seek out resources from USOE, publishers, and other groups in the state and nation. |

| Step | Component Tasks | Support Roles: Evaluation Consultant | Support Roles: Project Director |
|---|---|---|---|
| Decide Whether Appropriate Instrument Exists | Study instrument manual and/or other accompanying information to determine degree to which the information it collects or variables it measures will provide answers to questions asked or assist in decision making.<br>Examine instrument's validity and reliability.<br>Determine ease with which results may be interpreted and used.<br><br>Examine instrument format, organization, items, and reports of previous use in research or evaluation.<br>Note date instrument was constructed and any dates of efforts directed toward revisions. | Assist in decision process if requested. Review decision and quality of the information upon which it was based. | |
| Determine Instrument's Suitability for Local Use | Examine administration requirements (e.g. length of time, complexity of instructions).<br>Determine appropriateness of instrument's reading level, norms, etc. to characteristics of potential respondents.<br>Note scoring or tabulating requirements and whether any services are offered or required.<br>Determine costs of obtaining instrument copies, administering instrument, and processing response data. | Review instrument's suitability after initial screening by LEA. | |
| Obtain Feedback on Selected Instrument | Note other LEAs past experiences with instrument. Ask questions regarding potential for use by other LEAs, problems they might anticipate in use in their districts, any modifications they might make before use, suggestions on alternative instrumentation, etc. | Assist LEA in reviewing content of feedback. | Facilitate flow of feedback. |

| Step | Component Tasks | Support Roles: Evaluation Consultant | Support Roles: Project Director |
|---|---|---|---|
| Develop Draft of New Instrument or Modified Existing Instrument | Proceed through steps in construction of a new instrument:<br>1. Prepare blueprint.<br>2. Select appropriate item types (e.g. structured response or free response).<br>3. Plan level, range, and appropriate number of items.<br>4. Make item writing and review assignments.<br>5. Establish how items will be assembled.<br>6. Write items.<br>7. Pilot service items to determine respondents' comprehension, time requirements, etc.<br>8. Analyze item statistics and make item revisions or deletions.<br>9. Compile preliminary form.<br>Or make desired modifications in length, items, response format, etc., of existing instrument.<br>(Check for restrictions in modifying copyrighted materials.) | Guide LEA through steps in instrument construction or revision.<br>Offer technical assistance where requested or required.<br>Help arrange for assistance from outside sources when needed.<br>Assist in making appropriate modifications. | Encourage high quality assessment instruments. |
| Obtain Feedback on Draft | Submit preliminary form to other LEAs for information on potential for use in other LEAs, instrument focus, anticipated problems in use, and any suggestions for modification.<br>Ask other LEAs to assist in further pilot servicing if they are interested. | Help determine point(s) at which feedback is needed.<br>Assist LEA in reviewing feedback information. | Facilitate flow of feedback. |

| Step | Component Tasks | Support Roles: Evaluation Consultant | Support Roles: Project Director |
|---|---|---|---|
| Refine Instrument | Try out preliminary form to verify time limits, difficulty, etc.<br>Make necessary revisions in length, items, organization, response format, etc.<br>Compile final form of instrument. | Assist LEA in incorporating appropriate suggestions into instrument development and use. | |
| Prepare Measurement Strategies | Prepare overview of measurement design.<br>Specify sampling procedure(s).<br>Specify schedule for data collection.<br>Identify statistical analyses to be performed on data.<br>Arrange for availability of data processing and data analyses.<br>Carry out any necessary training of instrument administrators. | Assist in preparation of measurement design, specification of samples, and selection of statistical analysis procedures to be used.<br>Assist in identifying other districts willing to use instrument.<br>Coordinate data collection schedules when instrument is used in other consortium member districts. | |
| Administer Instrument | Collect responses from sample(s).<br>Document specific administration procedures and conditions. | Assist in data collection if requested.<br>Review documentation and any problems or irregularities in administration. | Distribute forms to other LEAs and insure they are acquainted with proper administration procedures when assistance of other districts is solicited. |
| Process Data | Carry out any necessary labeling for identification purposes.<br>Carry out any necessary coding of response forms.<br>Perform any hand tallying or key punching as required by data analyses. | Assist with developing data processing codes.<br>Insure that data processing activities are carried out. | Assist in arranging for data processing. |

| Step | Component Tasks | Support Roles: Evaluation Consultant | Support Roles: Project Director |
|---|---|---|---|
| Analyze and Interpret Results | Perform statistical analyses selected earlier.<br>Perform any additional analyses which will yield additional meaningful information.<br>Interpret results in light of original questions, sample characteristics, administration details, other setting peculiarities, etc. | Insure that all meaningful analyses are performed.<br>Assist in interpretation of results. | Assist in arranging for any necessary computer analyses. |
| Report and Discuss Findings | Write report detailing purpose(s), instrument development, measurement strategies, results, and interpretations.<br>Direct content of report to appropriate level of planning or administration. | Assist in reporting activities when requested or where needed. Review report for clarity, conciseness, etc. before dissemination. | Send copies of reports to USOE.<br>Disseminate interesting information in newsletter.<br>Release appropriate information to other news media. |
| Abstract Report and Place in Evaluation Kit | Summarize important information on what instrument assesses, history of development, format, organization, and specific content.<br>Abstract should also include details of field testing, results, and recommendations/guidelines for further use or modification.<br>Attach copy of instrument or samples of items. | Develop standard summary format.<br>Review LEA abstracting products, before inclusion in kit, for completeness and utility of information included. | Determine any editorial policies.<br>Arrange for any necessary artwork.<br>Schedule printing. |
| Disseminate Information to Appropriate Individuals and Groups | Provide decision makers, administrators, and other appropriate individuals with reports as they are completed. Disseminate instruments and report summaries to other interested LEAs for their use in assessment and evaluation and/or to obtain participation in further instrument development activities. | Assist in building norms when they would be appropriate and helpful in the decision making process. | Manage dissemination activities. |

# SELECTED EVALUATION DESIGNS

PREPARED BY

ORVILLE NELSON

## SELECTED EVALUATION DESIGNS

### Introduction

In recent years there has been a great increase in interest in the effective evaluation of school programs and student accomplishments. Taxpayers are asking questions in relation to the impacts of their tax dollars. School board members are concerned about knowing the outputs from the monies they appropriate. Teachers, students, administrators, and parents want to know whether students are reaching the objectives and goals for which the school curriculum was designed. And, federal projects require an evaluation of the results of the activities undertaken with the budget resources provided by the federal government.

Evaluation can be a very effective tool in the educational process if designed and carried out appropriately. Since one of the major concerns of evaluation is to determine the end results of various educational activities, it is often thought of last in the educational design process. Failure to plan an evaluation during the initial stages of the design of an educational activity or experience may significantly hamper the effectiveness of the evaluation. If one is to determine the impacts of an educational activity or experience, it is imperative that the evaluator have data which provide information on the changes which have taken place as a result of the planned experience. In order to do this, it is necessary to carefully plan the evaluation design before the educational experience is offered. The following designs are a sample of those which may be used to determine the impacts of various educational experiences and instructional materials. Each one is shown graphically and is briefly discussed.

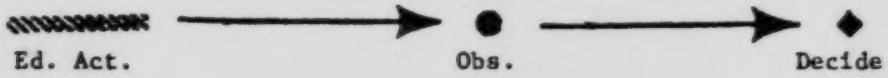
## Symbols

The following symbols are used to illustrate the evaluation design.

- ● Observation or collection of data
- → Flow of time, events or activities
- ≋≋≋ Educational activity, experience or treatment
- ◆ Decision based on data collected

## Selected Evaluation Designs

A. One group, post-test only




In this design, the educational activity or experience is offered first and then data are collected. Decisions are made based on the data.

Strengths: This design involves only the group to which the educational activity was presented. The post-test only design involves a minimum of time on the part of the participants in the educational activity. If the instrument(s) used are valid, one can determine if the goals of the educational activity have been accomplished.

Weaknesses: There is no assurance with this design that there was a change in the participants as a result of exposure to the educational activity. No data are available to indicate their entering level of capability. Even if one had some idea of the changes which did occur, you would not be absolutely sure that these would not have occurred through the normal process of maturation or exposure to other activities and information normally in the educational environment. If the objectives of the educational activity are not attained, information will be available on the objectives not met. One may

be able to overcome some of this weakness by asking the participants to indicate the changes they perceived as a result of the experience.

Decisions: All decisions made with this evaluation design must be carefully tempered to account for the weaknesses noted before. Some weak decisions related to the achievement of the objectives of the educational experience may be made. However, they should be carefully labeled as being tentative.

When to Use: This design should only be used in those situations in which none of the other designs are feasible. For example, if one has offered an educational experience and does not have any pre-test data available, this would be the only viable alternative. It would be better to collect post-data than none at all. The post-data may also include some reactions to the educational experience. This information could be very helpful in redesigning the experience. Also, if the post-data indicate that the objectives of the educational experience have not been achieved, the evaluator would know that the educational experience would have to be redesigned.

B. One group, pre- and post-test

In this design the evaluator collects data before and after the educational activity.

Strengths: The one group design with pre- and post-test data has the same strengths indicated for the prior design plus the availability of pre-test data. The pre-test data provide a basis for identifying changes which took place during the educational activity or experience.

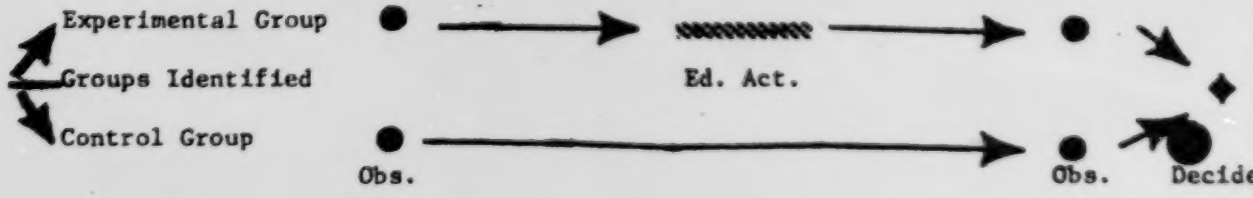
Weaknesses: Although changes during the educational experience can be identified with this design, the evaluator cannot be absolutely sure that all

changes were the result of the educational activity or experience. It may be that the growth observed during the activity occurred as a result of maturation or other experiences in which the participants were involved.

Types of Decisions: With the use of this design, one can make stronger decisions related to the changes which took place during the educational experience. However, the fact that no control group is available makes it necessary to indicate that these decisions are somewhat tentative. If the objectives of the educational activity are not attained, this design will identify the areas in which student performance does not achieve criterion levels. This, of course, assumes that the tests or instruments used for the observation are valid and designed to measure the objectives for the educational activity.

When to Use: This design should be used when it is not possible to use either designs C, D, or E and when time is available to develop an instrument for a pre-test of the participants in the educational experience. The pre-test and post-test may be the same instrument. The pre-test should at least be a sub-part or a parellel form of the instrument used at the end of the experience. Use of the same instrument as a pre and post measure may lead to the participants doing better on the post measure than ordinarily would be observed because of their experience with it as a pre-test. Unless, however, a parallel form of the instrument is available, you will have no other alternative than to use the pre-test. It should also be noted that the pre-test could be a needs assessment type instrument.

C. Control Group/Experimental Group Design (Parallel Groups)



In this design an experimental group receives the educational experience while the control group does not. Persons may be assigned to the two groups by a random process or regular classes may be used. Also, more than one experimental or control group could be used.

Strengths: This design has the strengths noted for the previous design and, in addition, provides a control or contrast group against which the impacts observed in the experimental group may be compared. Use of this design will allow the evaluator to account for changes which might take place through maturation and exposure to other events and activities in the educational environment which are not a part of the specific educational activity provided for the experimental group. As a result, any differences which are found in the experimental group can be associated with the educational activity. This design is strongest when the two groups can be randomly assigned. However, this is often not possible in the typical school setting. Usually, one will have to work with intact groups will allow the evaluator to determine the starting level. Any differences in initial capabilities can be statistically treated if they are significant. When one assigns the groups randomly, it would not be absolutely necessary to conduct a pre-test.

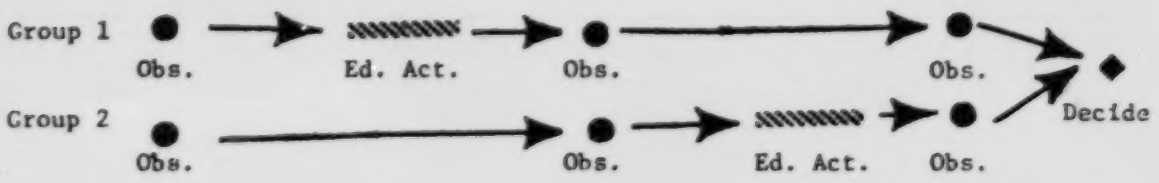
Weaknesses: Theoretically, this is the strongest evaluation design. Practically, however, it has several problems. First, it is usually difficult to randomly assign students to classroom groups. Therefore, intact classes or groups have to be used. Frequently, these groups are not equivalent in interests, capabilities, and achievement. As a result, the data collected have to be statistically adjusted in order to make valid comparisons. This increases the level of statistical sophistication required in order to utilize this design and interpret the results. Another problem that is

associated with this design is the assumption that the experimental group will be the only group receiving the educational activity or treatment. Usually, it is not possible to control the treatment to the degree required to meet this assumption. Persons in the control group will obtain information from individuals in the experimental group. Similarly, staff involved with the control group will pick up ideas of what is going on in the experimental group. And, in some instances it is not possible to omit one group of persons from an effective or attractive education experience.

Types of Decisions: With the control/experimental group design one can make decisions with a fair level of certainty concerning the impacts of the educational activity or experience. Much of the tentativeness in decision-making which was noted for designs A and B will not have to be used when this design is involved in the evaluation. However, it is still necessary to be sure that the educational activity was carried out as designed and that the control group was not exposed to some or much of this treatment as well.

When to Use: If it is possible for you to identify intact groups which can serve as experimental and control groups for educational activities, this design should be used. Also, if it is possible for you to randomly assign students to classroom groups, this design should be used. However, if it would be disruptive or impossible to identify two parallel groups, then this design should not be used.

D. Rotational Design



Strengths: The rotational design has the strengths identified for the control/experimental group design described in section D. In addition, it provides an indication of the repeatability of the educational outcomes associated with the activity. Moreover, it provides the same educational treatment to both groups involved in the study. Often, this can be a concern for educators since, if the educational activity is worthwhile, there is little reason not to provide it for all persons rather than a selected experimental group.

Weaknesses: With the exception of providing the treatment to all persons involved, this design has the same weaknesses as the control/experimental group design. In addition, it requires that the educational activity or treatment be provided a second time in order to expose the original control group (group 2). This means that additional time and resources will be required in order to carry out the design. Also, the time required to complete the evaluation will be almost double. In order to be effective, this design must include a pre-test before the educational activity is initiated with group 1.

Types of Decisions: One can make the same decisions as identified for the control/experimental group design. In addition, decisions related to the repeatability of the outcomes can be made. When analyzing the last set of observations the evaluator must keep in mind that the performance of group 1 may decrease between the second and third observations. This will be more likely to happen if the treatment results in relatively large changes since forgetting will have a larger impact.

When to Use: This design should be used when intact classroom groups must be involved in the evaluation. Also, sufficient time must be available to provide the educational experience or activity for both groups.

This may be a serious deterent in the evaluation of an educational innovation. However, this design is very effective for basic educational skills which have considerable continuity from year to year.

Types of Decisions: If the environment of the participants is relatively similar to those from which the baseline or pre-test data were collected, then one can make decisions on the impacts of the educational experience with a fair level of confidence. The level of confidence in the decisions would be similar to that for design C (parallel experimental and control groups) and probably somewhat less than the rotational design (design D).

When to Use: This design should be used when adequate baseline data are available. Frequently, a school will have a consistant evaluation program related to basic skills and achievement scores. If these data are generated by the same testing program year after year, a good baseline is available for measuring the impacts of these capabilities. This design does require careful planning over a longer period of time than any of the other designs described. However, it can be least disruptive of the school setting.

## Some General Considerations

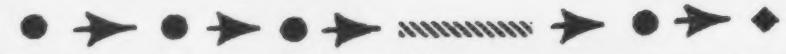
In order for any of the designs to be effective and for the resulting decisions to be valid, it is important that appropriate instruments be used in the collection of the data specified at the observation points. The first concern for any data collection is the selection or design of valid instruments. Unless the data collected relate to the decisions to be made or the objectives for the educational experience, they will have little meaning. Therefore, it is extremely important that one have a precise and definitive set of objectives available for the educational experience. Without these, it is very difficult to select or design an appropriate data collection device. Usually, if one has problems in determining what data to collect,

it is a clear signal that the objectives of the educational experience are not defined specifically enough. If this occurs, it would be wise to use techniques such as Robert Mager's Goal Analysis to further clarify your objectives.

In selecting or designing data collection devices, it is very important to be sure that they are written and administered in a way which will assure the accuracy of the data collected. Clear instructions to the respondents and items which are concisely and appropriately written are important. Also, it is important that the respondents be appropriately motivated so that they attend to the tasks presented in the evaluation device. Without this, it is unlikely that the data will be reliable. Also, one should not present tasks which are obviously outside of the respondent's capabilities. This will only lead to guessing or to the concoction of responses.

It is also important that the evaluation system or set of devices selected and administered be functional. Care should be taken not to overburden the participants with evaluation devices nor to collect extensive data which cannot be utilized in the decision-making process.

E. Time Series




Many times it is not possible to obtain an experimental and control group which are parallel to each other or to use the rotational design. The time series design provides a method for evaluating the impacts of a new educational experience or activity under these conditions. This design involves several pre-observations to establish a baseline of data. These pre-observations might be the standardized reading scores or career education scores at the end of several school years, such as at the end of 1974, 1973 and 1972. After this baseline has been established, one would know the general trend in the capability being measured. Introduction of the educational activity during the next time period followed by another observation with the same test would allow one to assess the impacts of the educational activity. This design can also be used within a school year by collecting data through several observations during the year prior to the introduction of the educational experience. The individuals would again be tested after the educational experience to determine changes in their levels of performance.

Strengths: When existing standardized test data, such as reading scores, math skills, etc., can be used to establish baselines and to measure the impacts of the educational experience, this design is least disruptive to the educational setting. The pre-observations provide a valid contrast or control to use in assessing the impacts of an educational experience.

Weaknesses: This design requires considerable planning and data collection prior to the introduction of the educational activity. Therefore, it may take several months or years before the needed baseline data are available.

# INSTRUMENTS FOR ASSESSING

# CAREER EDUCATION NEEDS

## STUDENT CAREER DEVELOPMENT NEEDS ASSESSMENT

Origin This student needs assessment was developed in the Madison, Wisconsin school district and initially used with over 200 students at Madison Memorial High School.

Purpose The instrument assesses student needs for various career planning experiences and can help high school staff improve services in this area.

Description The assessment instrument contains 20 items. The first six are questions about the characteristics of the respondent. The remaining 14 items are various career development experiences from "observing workers in their work environment" to "developing job seeking skills." The student respondent is asked to rate on a 5-point scale the degree to which each experience has been provided in school and then designate on a second 5-point scale his or her level of need for each experience.

Respondent Groups The needs assessment is appropriate for all high school students.

Time Requirements An average of 10 minutes is required to complete the instrument.

Suggestions for Modification or Local Adaptation The user may wish to write additional items which specify other career development experiences not covered in the existing 14.

Administration The instrument may be administered in any classroom setting; however, it is suggested that selected academic department areas may want to collect this information for purposes of determining the relationship of their curriculum/instruction to students' career development needs. It may also be administered to random samples across the entire high school population if information on the total school's curriculum relationship to career development needs is desired.

Data Analysis Frequency responses can be hand or computer tallied. If the number of responses is large enough (50 or more), frequencies can be converted into percentages for each item. Mean responses can also be computed for each item; to facilitate interpretation, "don't know" responses should not be used in calculating means.

Interpretation and Use of Results Comparisons between those experiences "provided" and those "needed" may be made via mean scores to determine priority areas for improvement. Also, items from this instrument may be compared to similar items found on the Wisconsin Senior Survey. Results may be discussed within departments and/or larger faculty groups. Individual teachers may want to get further verbal interpretation/feedback from student groups. Counselors, specifically, should identify priority needs and relate the delivery of their programs and services to these needs.

STUDENT CAREER DEVELOPMENT NEEDS ASSESSMENT

Your answers to the following questions will help the school staff in determining students' career development needs so that services in this area can be improved.

1. Your grade: (1)____9th, (2)____10th, (3)____11th, (4)____12th.

2. Sex: (1)____M, (2)____F.

3. After high school plans (select one):
   (1)____Permanent, full time job
   (2)____Technical or trade school
   (3)____Armed Services
   (4)____College
   (5)____Other (what?)_____
   (6)____Don't know

4. Have you chosen your career? (1)____Yes, (2)____No.

   If "yes", what is it?_____

5. How certain are you? (1)____Very, (2)____Moderately, (3)____Slightly.

6. When did you arrive at this choice? (1)____9th, (2)____10th, (3)____11th, (4)____12th.

In the items below, circle the numbers that best describe your status. Circle one number on each side of the double line.

Your Career Development Experiences

| READ CAREFULLY----------> | PROVIDED: Degree to which this experience or training is being provided to you through the school resources past and present. | | | | | NEEDED: Your need for this experience or training. | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | High degree | Moderate degree | Slight degree | Not provided | Don't know | Great need | Moderate need | Slight need | No need | Don't know |
| EXAMPLE: Study skills | 5 | (4) | 3 | 2 | 1 | 5 | (4) | 3 | 2 | 1 |
| 7. Observing workers in their work environments. | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 8. Learning skills that will apply to my chosen career. | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 3 | 1 |

| | | High degree | Moderate degree | Slight degree | Not provided | Don't know | Great need | Moderate need | Slight need | No need | Don't know |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 9. | Presenting my background in a paper that will convince an employer that I am the person he/she needs for the job. | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 10. | Making long range career plans. | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 11. | Determining job prospects in various occupational areas. | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 12. | Obtaining information about jobs. | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 13. | Being able to make career choices. | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 14. | Identifying my interests and relating them to possible career choices. | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 15. | Relating high school program (course selection) to career choice. | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 16. | Developing job seeking skills. | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 17. | Matching my educational strengths and weaknesses with possible careers. | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 18. | Learning about what it takes to keep a job. | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 19. | Finding out about after high school educational possibilities. | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |
| 20. | Learning about my personality and how it relates to possible careers. | 5 | 4 | 3 | 2 | 1 | 5 | 4 | 3 | 2 | 1 |

Thank you for your help in this assessment.

## GUIDANCE AND COUNSELING STUDENT NEEDS ASSESSMENT

Origin This instrument was developed in Madison as part of a project to assess students' career planning and personal-social needs. The instrument was developed by a counselor committee with input from UW-Madison and DPI consultants. It was in development for two years and went through a considerable number of revisions. The instrument was piloted and an item analysis was run using the pilot data.

Purpose The instrument is intended to identify the highest priority career planning and personal-social needs for students in grades 6 through 12.

Description The instrument includes 33 pairs of statements, plus an open-ended question at the end. The first statement of each pair reflects the student's assessment of his/her current status regarding a particular skill or behavior, and the second statement reflects the student's ideal goal. A response scale of "very much, much, little, very little," or "no response" is provided. Demographic items on sex, age, grade, and school identification are included. For analysis purposes, items can be grouped into the two categories of career planning (items 2, 12, 16, 19, 21, 31) and personal-social needs (all other items).

Respondent Groups The instrument is intended for students in grades 6 through 12, however, it is appropriate to sample only selected grades. Madison sampled grades 6, 8, 10, and 12, using a ten percent sample at grades 6 and 8 (30 students per school at each grade level) and a ten percent sample at grades 10 and 12 (50 students at each grade).

Time Requirements Administration time is approximately 35 minutes. Students should be given adequate time to think about every question and take ample time to provide a response to the open-ended question.

Administration The instrument can be administered individually or in small or large groups. If results are to be valid, a random selection of student respondents must be used. Students must be given strong encouragement to think carefully about each item. An appropriate time to administer the assessment would be in the early fall so that the results can be used immediately to make program modification/additions for the current school year.

Data Analysis The instrument has been constructed so that results can be easily keypunched and analyzed via the computer. Frequencies can be converted to percentages within each item, and item means can be calculated. Cross-tabulations should be provided by sex, age, grade, and school. Items can be clustered into the two categories of career planning and personal-social. It is also possible to look at the data in terms of differences between actual and expressed needs.

Interpretation and Use of Results A composite printout of results should be prepared for the entire school district as well as composites for middle and high school data. In addition, individual school results should be provided to guidance departments. Each department can prioritize the needs by grade and sex in that school and establish a plan for sharing this data with the school administration and other teachers. At the district level, similar reports should be reported by grade and sex and shared with the superintendent's staff and Board of Education. Careful monitoring should follow the administration of the needs assessment to insure that the data will impact upon needed program changes. On a quarterly basis there should be some follow-up with all of the groups who have had access to the data to determine what differences these results have made.

## GUIDANCE AND COUNSELING STUDENT NEEDS ASSESSMENT

Before reading the needs statements, please give us the following information. Check the appropriate line.

| A. Sex | B. Age | C. Grade in School |
|---|---|---|
| 1. ___ male | 1. ___ over 18 | 1. ___ 12 |
| 2. ___ female | 2. ___ 17-18 | 2. ___ 11 |
| | 3. ___ 15-16 | 3. ___ 10 |
| | 4. ___ 13-14 | 4. ___ 9 |
| | 5. ___ 11-12 | 5. ___ 8 |
| | 6. ___ 10 or under | 6. ___ 7 |
| | | 7. ___ 6 |

D. Name of Your School _____

### WHAT ARE YOUR NEEDS?

THIS IS NOT A TEST. It is simply a way to show your opinion about the kinds of needs you have as a student. A number of statements that refer to student needs are listed below. The statements are numbered in pairs such as 1, 1a; 2, 2a; and so on. To give your opinion, place a check ☑ mark in the box that best describes your feelings. Examples 1 and 1a have been checked to show you how you should mark your responses. Now check examples 2 and 2a.

| Examples: | very much (1) | much (2) | little (3) | very little (4) | no response (5) |
|---|---|---|---|---|---|
| 1. I like to read. | ☐ | ☐ | ☑ | ☐ | ☐ |
| 1a. I want suggestions on how to improve my reading so I can enjoy reading even more. | ☑ | ☐ | ☐ | ☐ | ☐ |
| 2. I am able to control my angry feelings toward others. | ☐ | ☐ | ☐ | ☐ | ☐ |
| 2a. I want to help in learning how to control my angry feelings toward others. | ☐ | ☐ | ☐ | ☐ | ☐ |

PLEASE WAIT FOR FURTHER INSTRUCTIONS.

PAGE ONE

| | | very much (1) | much (2) | little (3) | very little (4) | no response (5) | |
|---|---|---|---|---|---|---|---|
| 1. | I am able to show that I understand the feelings and needs of others. | ☐ | ☐ | ☐ | ☐ | ☐ | 1 |
| 1a. | I want suggestions on how to show that I understand the feelings and needs of others. | ☐ | ☐ | ☐ | ☐ | ☐ | 1a |
| 2. | I am making some educational plans. | ☐ | ☐ | ☐ | ☐ | ☐ | 2 |
| 2a. | I need suggestions for making my educational plans. | ☐ | ☐ | ☐ | ☐ | ☐ | 2a |
| 3. | I am too sensitive about what other people think of me. | ☐ | ☐ | ☐ | ☐ | ☐ | 3 |
| 3a. | I want to learn to be less sensitive about what other people think of me. | ☐ | ☐ | ☐ | ☐ | ☐ | 3a |
| 4. | I can understand and deal with family problems. | ☐ | ☐ | ☐ | ☐ | ☐ | 4 |
| 4a. | I want to become better at understanding and dealing with family problems. | ☐ | ☐ | ☐ | ☐ | ☐ | 4a |
| 5. | I am able to understand that people sometimes feel all alone. | ☐ | ☐ | ☐ | ☐ | ☐ | 5 |
| 5a. | I want suggestions for dealing with my feelings of loneliness. | ☐ | ☐ | ☐ | ☐ | ☐ | 5a |
| 6. | I feel that my parents understand my problems. | ☐ | ☐ | ☐ | ☐ | ☐ | 6 |
| 6a. | I want suggestions in getting my parents to understand my problems. | ☐ | ☐ | ☐ | ☐ | ☐ | 6a |
| 7. | I am able to talk to someone about the things I am afraid of. | ☐ | ☐ | ☐ | ☐ | ☐ | 7 |
| 7a. | I want suggestions for finding more ways of dealing with the things I am afraid of. | ☐ | ☐ | ☐ | ☐ | ☐ | 7a |
| 8. | I understand the things about myself that "bug" others. | ☐ | ☐ | ☐ | ☐ | ☐ | 8 |
| 8a. | I want to understand the things about myself that "bug" others. | ☐ | ☐ | ☐ | ☐ | ☐ | 8a |

PAGE TWO

| | | very much (1) | much (2) | little (3) | very little (4) | no response (5) | |
|---|---|---|---|---|---|---|---|
| 9. | I have a sense of humor. | ☐ | ☐ | ☐ | ☐ | ☐ | 9 |
| 9a. | I want suggestions for improving my sense of humor. | ☐ | ☐ | ☐ | ☐ | ☐ | 9a |
| 10. | I am changing the things about myself that "bug" others. | ☐ | ☐ | ☐ | ☐ | ☐ | 10 |
| 10a. | I want suggestions for changing the things about myself that "bug" others. | ☐ | ☐ | ☐ | ☐ | ☐ | 10a |
| 11. | I think that it is O.K. to ask other people for help when I have personal problems. | ☐ | ☐ | ☐ | ☐ | ☐ | 11 |
| 11a. | I want to learn how to ask for help when I have personal problems. | ☐ | ☐ | ☐ | ☐ | ☐ | 11a |
| 12. | I try to learn about many things by choosing a variety of school subjects and activities. | ☐ | ☐ | ☐ | ☐ | ☐ | 12 |
| 12a. | I need help in choosing subjects and activities which will help me learn about many things. | ☐ | ☐ | ☐ | ☐ | ☐ | 12a |
| 13. | I am able to be open and honest with others. | ☐ | ☐ | ☐ | ☐ | ☐ | 13 |
| 13a. | I want help in becoming open and honest with others. | ☐ | ☐ | ☐ | ☐ | ☐ | 13a |
| 14. | I think things through carefully before acting. | ☐ | ☐ | ☐ | ☐ | ☐ | 14 |
| 14a. | I want help in learning to think things through more carefully before acting. | ☐ | ☐ | ☐ | ☐ | ☐ | 14a |
| 15. | I am able to accept criticism. | ☐ | ☐ | ☐ | ☐ | ☐ | 15 |
| 15a. | I want to learn how to accept criticism. | ☐ | ☐ | ☐ | ☐ | ☐ | 15a |
| 16. | I am learning about different jobs which might be suitable for me. | ☐ | ☐ | ☐ | ☐ | ☐ | 16 |
| 16a. | I need help in learning about jobs which might be suitable for me. | ☐ | ☐ | ☐ | ☐ | ☐ | 16a |

PAGE THREE

| | | very much (1) | much (2) | little (3) | very little (4) | no response (5) | |
|---|---|---|---|---|---|---|---|
| 17. | I understand that others have a right to express their own feelings. | ☐ | ☐ | ☐ | ☐ | ☐ | 17 |
| 17a. | I want to become better at accepting that other people have the right to express their feelings. | ☐ | ☐ | ☐ | ☐ | ☐ | 17a |
| 18. | I try to be honest and open with myself. | ☐ | ☐ | ☐ | ☐ | ☐ | 18 |
| 18a. | I want suggestions for helping me be more honest and open with myself. | ☐ | ☐ | ☐ | ☐ | ☐ | 18a |
| 19. | I know about various kinds of educational and training opportunities. | ☐ | ☐ | ☐ | ☐ | ☐ | 19 |
| 19a. | I need help in learning about educational and training opportunities. | ☐ | ☐ | ☐ | ☐ | ☐ | 19a |
| 20. | I am able to solve problems that I have with teachers and other adults in school. | ☐ | ☐ | ☐ | ☐ | ☐ | 20 |
| 20a. | I want suggestions for solving problems with teachers and other adults in school. | ☐ | ☐ | ☐ | ☐ | ☐ | 20a |
| 21. | I know how to go about getting information about occupations. | ☐ | ☐ | ☐ | ☐ | ☐ | 21 |
| 21a. | I need help in learning how to find out about occupations. | ☐ | ☐ | ☐ | ☐ | ☐ | 21a |
| 22. | I get along with girls. | ☐ | ☐ | ☐ | ☐ | ☐ | 22 |
| 22a. | I want help on how to get along with girls. | ☐ | ☐ | ☐ | ☐ | ☐ | 22a |
| 23. | I get along with boys. | ☐ | ☐ | ☐ | ☐ | ☐ | 23 |
| 23a. | I want help on how to get along with boys. | ☐ | ☐ | ☐ | ☐ | ☐ | 23a |
| 24. | I try to understand the many meanings of the word "love". | ☐ | ☐ | ☐ | ☐ | ☐ | 24 |
| 24a. | I want help in understanding the many meanings of the word "love". | ☐ | ☐ | ☐ | ☐ | ☐ | 24a |

PAGE FOUR

| | | very much (1) | much (2) | little (3) | very little (4) | no response (5) | |
|---|---|---|---|---|---|---|---|
| 25. | I am able to accept friendship. | ☐ | ☐ | ☐ | ☐ | ☐ | 25 |
| 25a. | I want suggestions on how to accept friendship. | ☐ | ☐ | ☐ | ☐ | ☐ | 25a |
| 26. | I understand that all people have problems and that they solve them in different ways. | ☐ | ☐ | ☐ | ☐ | ☐ | 26 |
| 26a. | I need to recognize that all people have problems and that they solve them in different ways. | ☐ | ☐ | ☐ | ☐ | ☐ | 26a |
| 27. | I try to understand my feelings about sex. | ☐ | ☐ | ☐ | ☐ | ☐ | 27 |
| 27a. | I want suggestions for dealing with my feelings about sex. | ☐ | ☐ | ☐ | ☐ | ☐ | 27a |
| 28. | I am able to be a good friend. | ☐ | ☐ | ☐ | ☐ | ☐ | 28 |
| 28a. | I want suggestions on how to be a good friend. | ☐ | ☐ | ☐ | ☐ | ☐ | 28a |
| 29. | I have my own beliefs about what honesty means. | ☐ | ☐ | ☐ | ☐ | ☐ | 29 |
| 29a. | I want suggestions for understanding what honesty means. | ☐ | ☐ | ☐ | ☐ | ☐ | 29a |
| 30. | I am comfortable when meeting people for the first time. | ☐ | ☐ | ☐ | ☐ | ☐ | 30 |
| 30a. | I would like to learn to be comfortable when meeting people for the first time. | ☐ | ☐ | ☐ | ☐ | ☐ | 30a |
| 31. | I know how to look for and apply for jobs. | ☐ | ☐ | ☐ | ☐ | ☐ | 31 |
| 31a. | I need help in learning how to look for and apply for jobs. | ☐ | ☐ | ☐ | ☐ | ☐ | 31a |
| 32. | I am comfortable in talking with others. | ☐ | ☐ | ☐ | ☐ | ☐ | 32 |
| 32a. | I want suggestions for becoming comfortable when talking with others. | ☐ | ☐ | ☐ | ☐ | ☐ | 32a |

PAGE FIVE

| | | very much (1) | much (2) | little (3) | very little (4) | no response (5) | |
|---|---|---|---|---|---|---|---|
| 33. | I feel O.K. about my physical appearance. | ☐ | ☐ | ☐ | ☐ | ☐ | 33 |
| 33a. | I need suggestions on how to deal with my feelings about my physical appearance. | ☐ | ☐ | ☐ | ☐ | ☐ | 33a |

LIST BELOW ANY ADDITIONAL NEEDS.

1.

2.

3.

4.

5.

## WISCONSIN STATE PLAN NEEDS ASSESSMENT INSTRUMENTS

Origin These instruments were developed in 1976 and revised in 1977 by Arlys Gessner, the researcher/writer of the Wisconsin State Plan for Career Education. The instruments were administered in 45 school districts across the state and provided needs data which was used in writing the goals and objectives of the state plan.

Purpose The instruments assess the career education needs of various populations, kindergarten through retirement age. When administered within a local district, they will provide comprehensive needs data for career education planning.

Description Thirteen different instruments were constructed which ask respondents to rate various statements of opportunity or aid according to the degree to which they are needed. The following page contains examples from several of the instruments.

Respondent Groups Instruments are intended for the following populations:

(1) early childhood educators
(2) middle childhood (2nd - 3rd grade students)
(3) late childhood (4-5-6th grade students)
(4) early adolesence (7-8-9th grade students)
(5) adolescence (10-11-12th grade students)
(6) adults
(7) retired persons
(8) parents
(9) teachers
(10) counselors
(11) administrators
(12) special education teachers
(13) secondary special education students

Time Requirements Any one of the instruments will require approximately 15 minutes to complete.

Suggestions for Modifications or Local Adaptation The state plan needs assessment instruments may be viewed as a pool of items from which the user can make selections to develop local instrumentation.

Remarks The instruments, administration instructions, data analysis procedures, and information on interpretation and use of results are contained in the Wisconsin Needs Assessment and Survey of Resources Handbook. Most of the instruments are designed to be used with optically scanned response sheets available from the Center for Vocational, Technical and Adult Education (CVTAE), University of Wisconsin-Stout, Menomonie, WI. The instruments may also be adapted for responding directly on the survey forms. Data processing is available from CVTAE for both response options. A copy of the Handbook may be obtained by writing to:

Career Education Coordinator
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702

Sample Items from Wisconsin State Plan
Needs Assessment Instruments

Third Grade

| | Yes | No | I don't Know |
|---|---|---|---|
| (9) I am learning about the different jobs in our community. | □ | ○ | △ |

On the rest of the instruments the following format is used:

If you have No Need for the opportunity described, darken the O under "1", NN=1
If you are Undecided about your need for the opportunity described, darken the O under "2", U=2
If you have Little Need for the opportunity described, darken the O under "3", LN=3
If you have a Moderate Need for the opportunity described, darken the O under "4", MN=4
If you have a High Need for the opportunity described, darken the O under "5", HN=5

Sixth Grade

| | | | | | |
|---|---|---|---|---|---|
| (7) I need opportunities to understand how my school subjects will be useful in the world outside of school. | 1 | 2 | 3 | 4 | 5 |

Ninth Grade

| | | | | | |
|---|---|---|---|---|---|
| (7) I need help in discovering if I am interested in working primarily with people, ideas, or things. | 1 | 2 | 3 | 4 | 5 |

Twelfth Grade

| | | | | | |
|---|---|---|---|---|---|
| (15) I need information about expectations that employers or higher education institutions will have of me. | 1 | 2 | 3 | 4 | 5 |

Parents

| | | | | | |
|---|---|---|---|---|---|
| (7) My child needs help in learning about and exploring a wide variety of jobs. | 1 | 2 | 3 | 4 | 5 |
| (18) As a parent, I need information about school and community career education efforts. | 1 | 2 | 3 | 4 | 5 |

Teachers, Counselors, Administrators

| | | | | | |
|---|---|---|---|---|---|
| (6) Our students need help (from school and community) to develop an awareness of their interests, aptitudes, needs and values as an aid to career planning. | 1 | 2 | 3 | 4 | 5 |
| (22) As an educator, I need assistance in identifying school and community resources for career education. | 1 | 2 | 3 | 4 | 5 |

# FORMS FOR EVALUATING

# CAREER EDUCATION MATERIALS

## INSTRUMENT DRAFT FEEDBACK FORM

Origin The feedback form was developed by the Consortium's on-site evaluation consultant with the assistance of several LEA consortium representatives.

Purpose This form provides a structured format for the review of locally developed evaluation instruments and should stimulate constructive criticism of instrument drafts.

Description The form contains four open-ended questions and a fifth question in structured response format. This fifth question requires the reviewer to rate various characteristics of the instrument in question on a 3-point scale.

Time Requirements A reviewer who is familiar with the instrument draft should be able to complete the form in a few minutes.

Administration This form can accompany any local evaluation instrument on which its developer would like feedback for the purpose of improving its quality. Persons within and outside the district might be contacted for their comments if it is intended that the instrument be highly transportable. For an instrument tailored to a specific setting, all who will be involved in its use might be contacted with this form. Name and address of the person to whom the completed form is to be returned should be indicated somewhere on the form or in an accompanying letter. It is suggested that feedback be requested with this form prior to piloting any newly developed instrument.

Data Analysis Responses to the open-ended questions can easily be summarized. Ratings of the various instrument characteristics tested in question 4 can be tabulated to identify particular characteristics which need improvement.

Interpretation and Use of Results Results should prove helpful to the instrument developer as he or she makes revisions and modifications. In the event of conflicting comments and suggestions, the developer will have to exercise his or her own judgement as to where changes should be made and their specific nature.

INSTRUMENT DRAFT FEEDBACK FORM

Please answer the following questions after reviewing the instrument which accompanies this form. Your responses will help each LEA to develop an instrument of higher quality and greater utility.

Name of Instrument _____ Date _____

Reviewer _____ LEA _____

1. Is there a need in your school or district for the kinds of information which this instrument is designed to provide?

2. To what extent does this instrument focus upon obtaining information which would be of greatest use to your school or district?

3. What problems, if any, would you anticipate in using this instrument?

4. How would you rate each of the following?

| | Good | Adequate | Needs Improvement | Comments |
|---|---|---|---|---|
| a. Instructions to respondents . . | | | | |
| b. Scope of items . . . . . | | | | |
| c. Content of items . . . . . | | | | |
| d. Readability of items . . . . . | | | | |
| e. Organization of items . . . . . | | | | |
| f. Response format . . . . . | | | | |
| g. Freedom from sex stereotyping . | | | | |
| h. Attractiveness (layout and quality of reproduction). . . . | | | | |
| i. Ease of processing data . . . . | | | | |

| | Good | Too Long | Too Short |
|---|---|---|---|
| j. Length . . . . . | | | |

5. What modifications, if any, would you make in its format, organization, and/or content? Your specific suggestions may be made directly on the instrument.

☐ Check here if you are interested in using this instrument in your district when a revised form is completed.

Thank you for responding. Please return to: _____

# NEWSLETTER SURVEY

Origin The current form was developed and piloted in Sheboygan, Wisconsin, to evaluate its local "Career News." A modification of this instrument has been used to evaluate Wisconsin's "K-12 Career Education Consortium News."

Purpose The survey can be used to assess a local career education newsletter along several dimensions including: 1) significance and relevance of contents, 2) overall quality and attractiveness, 3) fulfillment of goals set for the newsletter and 4) its effectiveness as a means of sharing ideas among staff.

Description The instrument contains 17 items relating to various aspects of the local newsletter. It is completed by checking the responses which most closely reflect the reader's opinions. Several of the items allow for written comments.

Respondent Groups The survey is appropriate for all readers, especially teachers, counselors and administrators.

Time Requirements Only 5 minutes are usually required to complete the survey.

Suggestions for Modification Although designed to evaluate the effectiveness of a career education newsletter, this instrument could be modified for use in the evaluation of almost any publication within a business, industry or educational institution. Additional questions concerning special features of a local newsletter could be included in the instrument.

Administration This instrument is best administered after the newsletter has appeared at least several times. It can be distributed with a copy of the newsletter's latest edition to all persons on the mailing or distribution list. Respondents should be encouraged to return the survey as quickly as possible, in order that it not be misplaced. Be sure the survey includes the full name and address of the person to whom it is to be returned. To increase rate of return, the user may wish to conduct a follow-up, possibly by means of a reminder of the importance of every reader's participation in the following issue. If surveys are initially coded, the user will have a record of those who respond and can follow up on non-respondents through a personal telephone call or written correspondence.

Data Analysis The percentage of return is useful and easy to obtain by dividing the number of returns by the number of surveys circulated. Most items can be easily hand tabulated. If the number of respondents is reasonably large (50 or more) frequencies for each item can be converted to percentages for easier interpretation. Responses have been coded to facilitate key punching for computer analysis if a large number is involved.

Interpretation and Use of Results The user should attempt to attain a 70% or higher return so he or she can be relatively confident that opinions reflect those of the readership as a whole. Items with a large percentage of positive responses indicate the particular aspects of the newsletter which are acceptable or effective and should be retained. A large percentage of negative responses would suggest changes which should be made to make the newsletter more attractive or more responsive to the needs of the readers. The open-ended items often provide a lead as to what directions could be pursued in future issues.

NEWSLETTER SURVEY

Directions: This is a survey regarding our local career education newsletter. In order to improve the newsletter's quality and make it more responsive to your needs, your responses to the following questions are important. Please mark your response to each item with an (X) or check in the appropriate place, and write brief comments where instructed.

1. Have you received any previous issues of our local career education newsletter?

   (1) ____ Yes, I have received the newsletter regularly

   (2) ____ Yes, I have occasionally received issues

   (3) ____ No, the issue accompanying this survey is the first I have received.

2. How much time do you usually spend reading the newsletter?

   (1) ____ Enough time to read everything thoroughly

   (2) ____ Time to read selected articles and features

   (3) ____ Just skim over contents

   (4) ____ Haven't usually taken time to read it

3. Does the newsletter have significant content?

   (1) ____ Yes, always

   (2) ____ Yes, usually

   (3) ____ Yes, once in awhile

   (4) ____ No

4. How many new ideas or resources presented in the newsletter have you subsequently used in your classroom?

   (1) ____ 5 or more

   (2) ____ 2 to 4 ideas

   (3) ____ 1 idea

   (4) ____ None yet

   (5) ____ Does not apply, I'm not a teacher

5. Please list some of the ideas, if any, which you have used or plan to use.

6. How would you rate the attractiveness (layout and quality of reproduction) of the newsletter?

   (1) ____ Very attractive

   (2) ____ Attractive

   (3) ____ Adequate

   (4) ____ Needs improvement (please specify) _____

   _____

(over please)

7. What features not included in the newsletter would you like to see in future issues?

8. Would you be willing to write a short article for the newsletter?

(1) _____ Yes Topic _____

(2) _____ No Your Name _____

| 9.-15. Following are several statements about the newsletter. For each statement please check the box which best indicates your opinion. | Strongly Agree (1) | Agree (2) | Undecided (3) | Disagree (4) | Strongly Disagree (5) |
|---|---|---|---|---|---|
| 9. There is a real need for disseminating career education information via a newsletter. | | | | | |
| 10. The newsletter has given me a better understanding of what career education is. | | | | | |
| 11. The newsletter has done a good job of informing me about what other teachers are doing in career education. | | | | | |
| 12. The newsletter has been helpful in identifying local resources and materials for instructional use. | | | | | |
| 13. Contents are up-to-date. | | | | | |
| 14. Contents are written up in an accurate and authoritative manner. | | | | | |
| 15. The newsletter is very valuable and should be continued. | | | | | |

16. What is your position in the school system?

(1) _____ Teacher

(2) _____ Administrator

(3) _____ Counselor

(4) _____ Career Education Coordinator

(5) _____ Other (please specify) _____

17. What grade level(s) are you involved with?

(1) _____ K-3

(2) _____ 4-6

(3) _____ 7-9

(4) _____ 10-12

## CAREER EDUCATION - BASIC SKILLS MATERIALS EVALUATION FORM

Origin A group of 12 Madison curriculum writers drafted this form as a way of getting feedback from colleagues on materials the same group developed.

Purpose This form provides feedback on locally developed curriculum materials which integrate basic skills and career education and can be used in learning center type situations.

Description This instrument does not stand alone; it is intended to be used with any locally developed curriculum product which integrates basic skills with career education. The idea behind this form is that teacher X has written a resource unit and wants feedback from teachers Y and Z so that the material can be improved and made transportable.

Respondent Groups All potential users of the product qualify as respondents. Feedback from teachers in other school districts can be solicited if more highly transportable products are desired. It is suggested the developer also solicit feedback from curriculum consultants.

Time Requirements Once the curriculum product has been tried in the classroom, the evaluation form can be completed in less than 10 minutes.

Administration Each packet of locally developed material, accompanied by this evaluation form, can be distributed to all teachers at the targeted grade level(s) in the school(s) in which the material may be used. The developer may wish to include a short cover letter with the materials and form which briefly describes them, stresses the importance of the feedback from the user, and notes where the completed form should be returned.

This form can be used as an observation schedule if the product developer personally goes into classrooms where the materials are in the process of being used or tested. This method will require some interviewing of the teachers after the observation session in order to obtain their full reactions.

Interpretation and Use of Results No formal data tabulation or analysis is required by this form. Writers should review information from all sources before making modifications in the products. Responses should provide valuable information for improvement of specific characteristics or components of the material as well as its overall usability. Since some comments and suggestions will be conflicting or seem inappropriate, the developer will have to exercise his or her judgement on where changes should be made and their specific nature.

CAREER EDUCATION - BASIC SKILLS MATERIALS EVAULATION

Please answer the following questions after reviewing the accompanying package of curriculum materials which integrate basic skills and career education. Your responses will help developers to create a package of higher quality and greater transportability.

Package Title_____ Date_____

Reviewer's Name_____ School_____

Grade_____ Approximate number of students who used material_____

| INTEGRATION | | YES | NO |
|---|---|---|---|
| 1. | Would these activities fit into your classroom? | _____ | _____ |
| 2. | Would these activities integrate career education concepts with: | | |
| | Basic skills of language arts? | _____ | _____ |
| | Basic skills of math? | _____ | _____ |
| 3. | Additional Comments: | | |

| CONTENT | | | |
|---|---|---|---|
| 1. | Are the concepts appropriate for children? | _____ | _____ |
| 2. | Would the activities change most children's attitudes? | _____ | _____ |
| | knowledge? | _____ | _____ |
| | skills? | _____ | _____ |
| 3. | Would these activities be helpful in teaching career education? | _____ | _____ |
| 4. | Do you think most children would enjoy using the materials? | _____ | _____ |
| 5. | Are there any activities that would not be interesting to the children? If yes, explain. | _____ | _____ |
| 6. | Was the material free from occupational stereotyping? | _____ | _____ |
| 7. | Additional Comments: | | |

| FORMAT | | YES | NO |
|---|---|---|---|
| 1. | Are the directions clear -for the teacher? | _____ | _____ |
| | -for the children? | _____ | _____ |
| 2. | Are the materials attractive? | _____ | _____ |
| 3. | Are the materials easy to use? | _____ | _____ |
| 4. | Could you make the materials from the directions given? | _____ | _____ |
| 5. | Additional Comments: | | |

REVISIONS

| | | | |
|---|---|---|---|
| 1. | Would you make any changes in your use of the materials? If yes, please explain. | _____ | _____ |
| 2. | Did these materials suggest any new ideas or activities we could include? If yes, please explain. | _____ | _____ |

GENERAL REACTIONS

| | | | |
|---|---|---|---|
| 1. | Would you use these materials on more than one occasion? | _____ | _____ |
| 2. | Would you suggest the use of these materials to anyone else? | _____ | _____ |
| 3. | Do these materials compare favorably to other career education materials you have used? | _____ | _____ |
| 4. | Was the preparation that you have to do worth the effort? | _____ | _____ |
| 5. | Additional Comments: | | |

## EVALUATING AN ASSESSMENT INSTRUMENT

Origin This form was developed by the on-site evaluation consultant for the Consortium and revised after field testing by the LEA representatives.

Purpose This form can be useful for screening evaluation instruments (particularly published ones) to determine which are appropriate for local use. It serves principally as a reminder of the aspects of any instrument which must be considered in judging its suitability for use in a specific setting; it also assists in organizing the instrument reviewer's reactions.

Instructions for Use This form is probably best completed as an instrument is being studied in depth since it provides an outline of information which ideally is obtained prior to any decision to use or reject an evaluation instrument.

Interpretation of Results All of any instrument's positive characteristics must be carefully weighed against its negative ones before any judgement is made on its use. Anyone reviewing an instrument is advised to consult references on the subject of testing and measurement (e.g., Cronbach, 1970, and Thorndike & Hagen, 1969) if he or she is unfamiliar with important issues such as reliability and validity.

It should be remembered that a top quality instrument, particularly one which measures student outcomes, is a rarity in career education and some concessions will have to be made. Some instruments reviewed may be in various stages of development and worthy of use simply to yield data on their reliability, validity, and usability.

## EVALUATING AN ASSESSMENT INSTRUMENT

The following set of questions may be used as an aid in determining an assessment instrument's suitability for use in a particular school or district. Any deficiencies should be carefully weighed against an instrument's positive characteristics before it is selected for use in a specific setting. Individuals who are not sufficiently familiar with measurement terms such as reliability and validity may wish to consult evaluation references (e.g. Cronbach; Thorndike and Hagen) listed in this kit for discussions of these topics.

Name of Instrument _____

Author(s) _____ Publisher _____

Reviewer _____ Date of Review _____

1. What, specifically, do you want to measure?

2. What does this instrument reportedly measure? To what degree does this correspond with what you want to measure?

3-8. Are the following characteristics appropriate for your intended use of the instrument?

| | YES | NO | NOT SURE |
|---|---|---|---|
| 3. Scope of items | ○ | ○ | ○ |
| 4. Content of items | ○ | ○ | ○ |
| 5. Readability | ○ | ○ | ○ |
| 6. Organization of items | ○ | ○ | ○ |
| 7. Response format | ○ | ○ | ○ |
| 8. Freedom from sex stereotyping | ○ | ○ | ○ |

9-14. Do the following accompany the instrument?

| | YES | NO | NOT SURE | NOT APPLICABLE |
|---|---|---|---|---|
| 9. Good instructions for administration | ○ | ○ | ○ | ○ |
| 10. Good instructions for scoring | ○ | ○ | ○ | ○ |
| 11. Guidelines for statistical analyses | ○ | ○ | ○ | ○ |
| 12. Guidelines for interpretation of results | ○ | ○ | ○ | ○ |
| 13. Norms for appropriate reference groups | ○ | ○ | ○ | ○ |
| 14. Clear, concise instructions for respondents | ○ | ○ | ○ | ○ |

15. What evidence of reliability is there for the instrument?

16. What evidence of validity (content, concurrent, predictive, etc.) is there for the instrument?

17. Reviewing all of the above, is it your judgment that the instrument would yield valid and useful information if administered in your school or district?

Yes ____ No ____ Unsure ____

> If your response to question 17 is No, the instrument should not be used and you need not complete the remaining questions.
>
> If you are Unsure whether the instrument would yield valid data, go back and review questions 1 through 16 until you are able to make a Yes or No decision.
>
> If you answered Yes to question 17, proceed through the remaining questions.

| 18. How easy is it to . . . . . ? | VERY EASY | EASY | DIFFICULT | VERY DIFFICULT |
|---|---|---|---|---|
| a. Administer . . . . . | ○ | ○ | ○ | ○ |
| b. Score . . . . . | ○ | ○ | ○ | ○ |
| c. Process data . . . . . | ○ | ○ | ○ | ○ |
| d. Interpret results . . | ○ | ○ | ○ | ○ |

19. Approximately how many minutes does it take to administer?

_____ minutes

20. What is the approximate total cost per respondent for forms, scoring and data analyses?

$___.___ per respondent

Now, reviewing all information in questions 1-20 you must decide whether the instrument is practical as well as appropriate to use in your school.

SURVEY FOR IDENTIFYING COMMUNITY RESOURCES AVAILABLE TO PUBLIC SCHOOLS

Origin This survey was first developed for use by the Madison Public Schools.

Purpose The questions obtain information from community businesses and industries on the kinds of support they are able and willing to offer to students and educators.

Description The survey contains 10 questions which are arranged according to the increasing level of involvement or commitment they suggest.

Respondent Groups The survey might be most appropriately directed to public relations representatives or personnel directors of selected local businesses and industries. Information which is easily attainable from other sources should not be solicited in the survey.

Time Requirements The questionnaire will require approximately 10 minutes of the respondent's time.

Suggestions for Modification or Local Adaptation The user may wish to modify, add or delete particular items to tailor the survey to the school's needs and community's characteristics. As mentioned earlier, care should be taken to eliminate questions asking for information which the school already has or is easily attainable. The user should also refrain from asking for information which the resource would regard as private and be hesitant or unwilling to release.

Administration The survey should be mailed with a short attractive, personally addressed cover letter noting its purpose and the value of the respondent's participation. It is suggested that the letter bear the signature of a person of authority such as the district superintendent or president of the local Chamber of Commerce. A postpaid return envelope should be enclosed. The user may wish to contact local firms by telephone prior to sending the written survey to identify specific contact persons and insure a higher rate of cooperation.

If necessary, a telephone or letter follow-up on non-respondents can be conducted 3 to 4 weeks after the initial mailing.

Use of Responses The information the survey yields should be maintained in one central location accessible to teachers, counselors and other staff and integrated with all other lists and information on available community resources. The user may wish to extract certain common information from the surveys to form a directory of potential outside speakers, a guide to field trip sites, etc.

SURVEY FOR IDENTIFYING COMMUNITY RESOURCES
AVAILABLE TO PUBLIC SCHOOLS

FIRM NAME _____

ADDRESS _____

TELEPHONE _____ NUMBER OF EMPLOYEES _____

CONTACT PERSON _____ TITLE _____

1. Please briefly describe the major products and/or services of your firm.

2. Would someone from your firm be willing to help teachers and counselors gain a better understanding of your firm and its role in the economy?

   Yes ____ No ____

3. Does your firm have any materials describing the firm's organization, jobs, etc., which you would be willing to provide for use in school libraries?

   Yes ____ No ____

   What kind(s) of materials are available? (If feasible, please send samples of available materials such as annual reports, etc.)

4. Would someone be willing to assist teachers and counselors in developing resource materials on occupations and careers for use in school classrooms?

   Yes ____ No ____

5. Would you or another representative of your firm be willing to discuss economic issues, careers, etc., with students in a classroom setting?

   Yes ____ No ____

   What restrictions would there be?

6. Would your firm be willing to provide tours for student groups?

   Yes ____ No ____

   What restrictions would there be (e.g., grade levels and number of students)?



(over please)

7. Would your firm be willing to set up any unpaid short-term on-site learning experiences (ranging from 3 days to 3 weeks) for high school students?

Yes ____ No ____

What kind(s) of positions?

How many students could you accommodate? _____

For what length of time? _____

What special conditions would there be?

8. Are any part-time jobs for high school students ever available?

Yes ____ No ____

What kinds of jobs?

How is application made?

9. Would your firm be interested in participating in an in-service program to update teachers and counselors on the local economy and job market?

Yes ____ No ____

Please check all the kinds of involvement interested in.

____ Professional growth course - 10-30 hours

____ Morning or afternoon seminar

____ On-site visitations by groups

____ Full-day shadowing by individuals

____ 2-3 week internships

____ Other (please explain _____).

10. What type of input could your staff members provide for such an in-service seminar or course? (Check all that apply and suggest additional input).

____ Analyze the local economic development picture

____ Share consumer and/or environmental concerns

____ Discuss the impact of inflation/recession on business

____ Talk about the needs of youthful workers, i.e., their strengths and weaknesses in an organization

____ Discuss employment practices

____ Other (please list _____).

# INSTRUMENTS FOR MEASURING

# CAREER EDUCATION PROCESSES

## CAREER EDUCATION ACTIVITIES SURVEY

Origin This survey is a revision of an instrument initially developed by a group of teachers in Watertown, Wisconsin. It has been used by all seven school districts of the Consortium for two years to help decument incremental improvement in the elementary grades.

Purpose This survey provides information on the kind and frequency of career education activities integrated into classroom curricula and therefore serves as a good measure of career education processes.

Description This survey has 16 items with the first 13 being general kinds of classroom activities. The teacher indicates level of occurrence of each activity in his/her classroom by checking one of six response options. Two professional description questions are also included.

Respondent Groups The survey is not appropriate for K through 5 teachers.

Time Requirements It can be complete within 5 to 10 minutes.

Suggestions for Modification or Local Adaptation Additional questions regarding teacher or classroom traits can be added after questions 14 and 15.

Administration Teachers should be asked to respond at the end of a semester. A short cover letter stressing the importance of each teacher's participation could accompany the survey. Respondents should be given the name of an individual to whom the completed form can be returned. A time period or deadline for response should also be specified.

Data Analysis Responses to the questions can be hand tallied or keypunched for computer tabulation and analysis. Responses to items 1-13 can be cross-tabulated with items 14 and 15 or selected response options within these items to determine involvement at various grade levels or by groups which differ in amount of teaching experience. When there is a large group of respondents (50 or more), numbers can be converted to percentages across each item.

UW-Stout has a computer program which will analyze responses on this survey and will provide the number and proportion of persons selecting each response choice and the mean and standard deviation of the responses to each item. School systems interested in having this data processing service should contact Orvile Nelson at UW-Stout (telephone 715/232-1382.

Interpretation and Use of Results Results can be used to measure level of involvement in career education by a school, district, or sub-unit of these. The instrument could be used to identify individual teachers or groups with considerable involvement in career education and as an aid in selecting leadership for workshops, demonstrations, etc. It will also help to identify individuals with a low level of involvement who could be encouraged to expand their career education efforts.

## Career Education Activities Survey

The purpose of this survey is to provide a measure of the kind and frequency of career education activities occurring in the school district's classrooms. Please indicate the frequency of occurrence of each activity in your classroom by placing a (✓) in the appropriate box.

During the past semester, how frequently did your class as a whole ---

| | | Number of Times Activity Occurred in Your Classroom | | | | | |
|---|---|---|---|---|---|---|---|
| | | Never (1) | 1-2 (2) | 3-5 (3) | 6-10 (4) | 11-20 (5) | 21 or More (6) |
| 1. | participate in preparing materials for bulletin boards, interest centers, or other displays about work or people at work? | | | | | | |
| 2. | listen to parents discuss their jobs or careers? | | | | | | |
| 3. | listen to outside speakers (other than parents) explain their jobs or careers? | | | | | | |
| 4. | go on field trips to learn about jobs and the places where people work? | | | | | | |
| 5. | examine tools, machinery, or other objects connected with work? | | | | | | |
| 6. | watch films, filmstrips, or slides about work or people at work? | | | | | | |
| 7. | listen to records or tapes about work or people at work? | | | | | | |
| 8. | read printed materials on careers or work? | | | | | | |
| 9. | write about careers and work? | | | | | | |
| 10. | discuss jobs and the places in which people work? | | | | | | |
| 11. | play games or engage in other similar activities (e.g. role playing and simulation) to learn about careers? | | | | | | |
| 12. | participate in activities that allowed the students to identify their interests? | | | | | | |
| 13. | participate in activities that allowed students to identify their abilities? | | | | | | |

Over Please

14. What grade level(s) do you teach?

(1) _____ 1

(2) _____ 2

(3) _____ 3

(4) _____ 4

(5) _____ 5

(6) _____ 6

(7) _____ 7

(8) _____ 8

(9) _____ 9

15. How many years of teaching experience do you have?

(1) _____ 1 year or less

(2) _____ 2-5

(3) _____ 6-10

(4) _____ 11-20

(5) _____ 21 years or more

16. Name of the school building in which you work _____

Thank you for responding. Please return to:

## CAREER EDUCATION ACTIVITY LOG

Origin This log was developed and field tested in Oregon, Wisconsin.

Purpose The log provides information on the kind and frequency of career education activities being integrated into the classroom curriculum.

Description The log identifies 17 categories of activities and has space for teachers to tally activities as they occur. The log also provides information on the extent to which each of the first seven concepts in Wisconsin's Guide for Integrating Career Development Into Local Curriculum is addressed in the activities recorded.

Respondent Groups The log is appropriate for use by K-3 teachers.

Suggestions for Modification or Local Adaptation The user may wish to add additional activity categories or condense the number already there by combining similar categories such as artistic/creative and musical exercises.

Instructions Any group of teachers can be requested to maintain the log for a specified time period or on a longer continual basis. The log will take a minimal amount of effort to maintain if it is kept in a visible place where the teacher will be sure to mark it as activities take place.

Data Analysis Tally marks simply are counted up. All teachers' responses might be placed in a frequency distribution to measure a school's or district's involvement in career education.

Interpretation and Use of Results Log tabulations can be used to measure general level of involvement in career education or help document incremental improvement. Responses of individuals can be examined to identify teachers who might be selected for workshops, program presentations, etc., and teachers with minimal or no involvement in career education who need encouragement and information from others.

Results will also point out which of the first seven concepts in the state guide are receiving greatest attention and which should be stressed in the future.

## CAREER EDUCATION ACTIVITY LOG

Grade _____ Class _____ Month _____

| Activity | Career Development Concept 1 | 2 | 3 | 4 | 5 | 6 | 7 |
|---|---|---|---|---|---|---|---|
| Artistic/Creative exercises | | | | | | | |
| Musical exercises | | | | | | | |
| Dramatic/Role Playing exercises | | | | | | | |
| Writing exercises | | | | | | | |
| Reading exercises | | | | | | | |
| Prepare bulletin boards, displays, or interest centers | | | | | | | |
| Prepare lists, charts, graphs | | | | | | | |
| Films or film strips | | | | | | | |
| Tapes or records | | | | | | | |
| Games | | | | | | | |
| Demonstrations | | | | | | | |
| Student of the Month | | | | | | | |
| Parent visitations | | | | | | | |
| Outside speakers | | | | | | | |
| Field trips | | | | | | | |
| Complete tests or questionnaires | | | | | | | |
| Discussions/verbal reports | | | | | | | |

When properly maintained, the log on the reverse side of this page will provide a measure of the kind and frequency of career education activities taking place in a classroom. Each time a career education activity occurs in your classroom, please make note of its occurrence by placing a tally mark in the block which most closely identifies the nature of the activity and the principal concept from the Wisconsin Career Development Model with which it is concerned. Make only one tally mark each time an activity occurs.

Please begin a new log each month.

The seven career development concepts introduced during the elementary grades are identified here for your convenience.

1. An understanding and acceptance of self is important throughout life.
2. Persons need to be recognized as having dignity and worth.
3. Occupations exist for a purpose.
4. There is a wide variety of occupations which may be classified in several ways.
5. Work means different things to different people.
6. Education and work are interrelated.
7. Individuals differ in their interests, abilities, attitudes and values.

## STAFF INVOLVEMENT SURVEY

Origin The survey is a revised form of a survey previously developed and used in Kimberly, Wisconsin.

Purpose The instrument measures school teachers' opinions of the importance of each of the 16 career development concepts contained in the Wisconsin State Guide and the level of classroom emphasis each concept receives.

Description Results of a survey of 225 AE kit recipients which was conducted in April, 1977 indicated that the Staff Involvement Survey was the most frequently used instrument in the first edition of the kit. The instrument lists the 16 career development concepts contained in Wisconsin's K-12 Guide for Integrating Career Development Into Local Curriculum. Respondents are asked to designate the level of importance each concept has for their grade level. Each respondent is also asked to indicate the extent to which each concept is emphasized in his or her teaching. Five additional items collect descriptive information such as amount of teaching experience and employment other than teaching.

Respondent Groups The survey is appropriate for all teachers. Kindergarten through grade 3 teachers respond only to the first seven concepts, consistent with what the state guide suggests be addressed in these grades. Teachers in grades 4 through 6 are asked to respond to the first fourteen concepts, and reactions to all sixteen concepts are solicited from teachers in grades 7 through 12.

Time Requirements The survey takes approximately 15 minutes to fully complete and considerably less for primary school teachers.

Suggestions for Modification or Local Adaptations Wisconsin's career development concepts are currently undergoing revision and expansion in conjunction with development of a state plan for career education. When an improved set of concepts is approved in 1978, appropriate changes should be made in the content of the items.

Administration The form can be administered in a group setting such as a workshop or inservice, or individually to all or selected faculty. If the form is given to individuals to respond to on their own time, a deadline for return and the name and address of the person to whom the survey is to be returned should be noted on the form. The user may wish to do this in a short cover letter which explains the reason for collection of the information and stresses the importance of the respondents' participation.

The instrument could also be used in a pretest - posttest evaluation of the impact of career education inservice or workshops. It can be administered as a pretest at the beginning of the first session and at the end of the last session as a posttest. If a short amount of time transpires between the beginning and the end of the sessions, the user may wish to have participants complete the posttest individually at a later date, after there has been more time to apply the content of the sessions to actual teaching.

Data Analysis If the number of respondents involved is small, ratings can easily be hand tabulated. Key punching of responses will facilitate computer tabulation of large numbers of teachers (50 or more), and conversion of responses to percentages. Items 17 and 18 can easily be cross tabulated with ratings on the 16 concepts when a computer is available to analyze larger numbers. If responses to items 19 through 20 are coded, they can also be used for cross tabulation.

Interpretation and Use of Results The data will help to identify concepts which are receiving greatest emphasis and those which need more attention in the classroom. If the level of emphasis is lower than desired among particular groups or grade levels, teacher ratings (especially low ones) of the importance of the concepts might provide a clue as to the reason. Results of this nature could be helpful in setting up the content of workshops or inservice efforts to improve career education processes.

If the survey is administered in a pretest - posttest design, shifts in response patterns can be used to document workshop accomplishments and effects. If administered at the beginning of a workshop, the items can also serve as a good stimulus for thinking and discussion among participants.

CAREER EDUCATION - STAFF INVOLVEMENT SURVEY

Listed below are 16 basic career development concepts contained in Wisconsin's Guide for Integrating Career Development Into Local Curriculum. Please check the box in the left-hand column which best expresses the importance you attach to each of these concepts at the grade level(s) you are teaching. Then, in the right-hand column, indicate the extent to which you are emphasizing these concepts in your teaching.

K-3 TEACHERS, PLEASE RESPOND TO FIRST SEVEN CONCEPTS.
4-6 TEACHERS, PLEASE RESPOND TO FIRST 14 CONCEPTS.
7-12 TEACHERS, PLEASE RESPOND TO ALL 16 CONCEPTS.

| Level of Importance for your Grade Level(s) | | | Career Development Concepts | Your Level of Emphasis | | |
|---|---|---|---|---|---|---|
| Little or No Importance (1) | Moderate Importance (2) | Major Importance (3) | | Little or No Emphasis (1) | Moderate Emphasis (2) | Heavy Emphasis (3) |
| | | | 1. An understanding and acceptance of self is important throughout life. | | | |
| | | | 2. Persons need to be recognized as having dignity and worth. | | | |
| | | | 3. Occupations exist for a purpose. | | | |
| | | | 4. There is a wide variety of careers which may be classified in several ways. | | | |
| | | | 5. Work means different things to different people. | | | |
| | | | 6. Education and work are interrelated. | | | |
| | | | 7. Individuals differ in their interests, abilities, attitudes, and values. | | | |
| | | | 8. Occupational supply and demand has an impact on career planning. | | | |
| | | | 9. Job specialization creates interdependency. | | | |
| | | | 10. Environment and individual potential interact to influence career development. | | | |
| | | | 11. Occupations and life styles are interrelated. | | | |
| | | | 12. Individuals can learn to perform adequately in a variety of occupations. | | | |
| | | | 13. Career development requires a continuous and sequential series of choices. | | | |
| | | | 14. Various groups and institutions influence the nature and structure of work. | | | |
| | | | 15. Individuals are responsible for their career planning. | | | |
| | | | 16. Job characteristics and individuals must be flexible in a changing society. | | | |

17. How many years have you taught school?

(1) ____ less than 1 year

(2) ____ 1-2 years

(3) ____ 3-5 years

(4) ____ 6-10 years

(5) ____ 11-15 years

(6) ____ 16 or more years

18. How many years of employment other than teaching have you had? Please include all full-time summer work by totaling the months actually worked.

(1) ____ none

(2) ____ less than 1 year

(3) ____ 1-2 years

(4) ____ 3-5 years

(5) ____ 6-10 years

(6) ____ more than 10 years

19. Grade(s) you teach _____

20. Subject area(s) you teach (7-12 only)_____

21. Name of your school_____

Thank you. Please return to:

# PARENT SURVEY

Origin The "Parent Survey" was developed by the Consortium's on-site evaluation specialist with assistance from a group of Oregon, Wisconsin teachers as a tool for documenting the incremental improvement criterion of parental involvement in career education.

Purpose The survey provides information on the extent of parental involvement in career education at home and school. Introductory comments point out that the questions cover areas which educators believe are important, so the survey in many instances may stimulate greater formal and informal involvement in career education among parents.

Description The survey contains 10 items which cover general parent-child educational activities. They are written in structured response form so that the parent need only check (1) Yes, at least several times, (2) Yes, once or twice, or (3) No. A few questions on description of the parents and child they are responding for are included. Questions 1-7 focus on activities which are consistent with the career education concepts introduced in grades K-3. Question 8 covers the interrelationship of career choice and life style and can be appropriately responded to by all parents who have a child in grade four or above. Questions 9 and 10 correspond to concepts from the Wisconsin Guide introduced at the 7th grade or higher level.

Respondent Groups The survey is most appropriate for parents of children in grades 1-8. The user may wish to distribute the survey to entire classes at certain grades or select a stratified random sample from the school.

Time Requirements Parents are able to complete the survey in 5-10 minutes.

Administration The survey is designed so that it can be sent home and returned via the student to keep costs at a minimum. If the user chooses to select a small random sample and funds are available, the survey can be mailed with a postpaid return envelope. A follow-up of non-respondents in the form of a teacher announcement or short written note should be made approximately 10 days after initial distribution.

Data Analysis Responses can be either hand tallied or keypunched for computer tabulation and analysis. When the number of respondents is greater than 50, frequencies for each item can be converted to percentages for easier interpretation. Separate tabulations can be made for each grade and for all grades combined. Cross tabulating any of the items 1-10 with sex and parents' occupations can reveal interesting patterns and valuable information.

The user should calculate a return or response rate by dividing the number of completed questionnaires by the number of questionnaires distributed.

Interpretation and Use of Results A 70% or greater return is desirable. The response distributions for individual items will reveal which career education activities and concepts are stressed in the home and which are overlooked or relatively neglected. Item 7 will provide a measure of the level of parental involvement in the school as resource persons and career education committee members.

Results will identify the kinds of career education involvement in both the home and the school which parents should be encouraged to increase or strengthen to supplement school staff efforts.

Individual returns could serve as a basis for discussion during parent-teacher conferences. Data for a school or district can be shared at PTA meetings and other parent functions as a stimulus for greater parent participation in career education.

Parent Survey

Your child's school is conducting a survey on parent involvement in career education. The items in this survey reflect areas that educators feel are important. The school will try to meet your child's needs and encourages you to be aware of ways you might help at home and in the classroom.

Please answer each of the following questions as honestly and accurately as you can, and return the questionnaire to school at your earliest convenience. If you have more than one school-age child, please respond to the survey for the particular child who brought this home.

Child's Name (optional) _____

Child's Sex _____ Child's Grade _____

Child's School _____

Parents' Occupations _____ _____

1. Have you discussed different kinds of occupations and varieties of work opportunities with your child?

   (1) ____ Yes, at least several times

   (2) ____ Yes, once or twice

   (3) ____ No

2. Have you discussed your child's interests, abilities, skills, and needs with him or her?

   (1) ____ Yes, at least several times

   (2) ____ Yes, once or twice

   (3) ____ No

3. Have you helped your child relate his or her interests, abilities, needs, and values to occupational opportunities?

   (1) ____ Yes, at least several times

   (2) ____ Yes, once or twice

   (3) ____ No

4. Have you encouraged your son or daughter to engage in various tasks around the house and yard which will help him or her explore occupations and test his or her interests?

   (1) ____ Yes, at least several times

   (2) ____ Yes, once or twice

   (3) ____ No

5. Have you taken your child to your place of employment to show him or her what kind of work you do?

   (1) ____ Yes, at least several times

   (2) ____ Yes, once or twice

   (3) ____ No

6. Have you taken your son or daughter to places of employment for jobs in which he or she has expressed an interest in order to learn about the activities and requirements of those jobs?

   (1) ____ Yes, at least several times

   (2) ____ Yes, once or twice

   (3) ____ No

7. Have you served as a career education resource person in a classroom or on a school committee for career education?

   (1) ____ Yes, at least several times

   (2) ____ Yes, once or twice

   (3) ____ No

<u>If your child is in the fourth grade or above:</u>

8. Have you talked with your child about how career choices may affect future life styles?

   (1) ____ Yes, at least several times

   (2) ____ Yes, once or twice

   (3) ____ No

<u>If your child is in the seventh grade or above:</u>

9. Have you encouraged your son or daughter to assume responsibility for his or her career planning?

   (1) ____ Yes, at least several times

   (2) ____ Yes, once or twice

   (3) ____ No

10. Have you encouraged your son or daughter to be flexible and adaptable in his or her career plans so that he or she will be able to adjust to changes in the job market?

    (1) ____ Yes, at least several times

    (2) ____ Yes, once or twice

    (3) ____ No

Thank you for responding.

Please return this survey to school with your child at your earliest convenience.

## CAREER EDUCATION WORKSHOP EVALUATION

Origin Items on this evaluation form have been adapted from workshop questionnaires developed and used in Kimberly, Wisconsin.

Purpose The questionnaire provides feedback on the quality of various components of career education workshops, resulting benefits to participants, and suggestions on how accomplishments can be implemented in the classroom and disseminated.

Description The instrument has 19 questions and space for additional comments on the workshop. Items 1-5 provide information on how helpful the workshop was in furthering career education among individuals and groups. Items 6-13 obtain information on how helpful specific workshop components were in gaining a better understanding of career education. Items 14-16 solicit ratings of the overall quality of the workshop. Two concluding items ask for suggestions on how accomplishments of workshop activities can best be implemented in the classroom.

Respondent Groups All workshop participants should complete the form.

Time Requirements 10 minutes or less are needed to complete the evaluation.

Suggestions for Modification or Local Adaptation More specific objectives of the workshop can be added as items after 1-5. Items 6-13 can be changed to allow for more than two speakers, group activities, etc., or eliminate any component not used in the workshops. If additional components which do not fall into one of the four categories are used, these can be added. The workshop coordinator may wish to spell out components on the form or orally inform respondents of which specific components should be filled in the lines.

Other biographical questions which the workshop coordinator desires on participants can be added. Examples of other areas which participants may wish to comment on can be placed in parentheses after additional comments in item 20.

Administration Completion of the evaluation form can be scheduled as a final activity of the workshop. Short directions precede the questions, so the form need only be distributed with instructions on where or to whom the completed forms should be returned.

Data Analysis Responses to items 1-17 can easily be hand tabulated if small numbers are involved. If the workshop has a large number of participants, response alternatives have been coded so that data can be key punched and computer analyzed. Questions 18-20 can easily be summarized by hand.

Interpretation and Use of Results Total group responses to items are largely self interpreting. Data will not only provide a picture of the workshop just passed, but should also provide suggestions on organization of future workshops by identifying strong components which would be worth repeating and weak facets which need improvement. The workshop coordinator may wish to share results with consultants involved in the workshop and with participants.

Career Education Workshop Evaluation

Please take a few minutes of your time to answer the following questions on the workshop in which you have participated. Your responses will be tabulated with those of the other participants in order to assess the value of this workshop and help plan future workshops in career education. Place a check mark in the space which best describes your response to each question.

1-5 How helpful was the workshop in

| | Very Helpful (1) | Moderately Helpful (2) | Slightly Helpful (3) | No Help (4) | Undecided (5) |
|---|---|---|---|---|---|
| 1. promoting communication and exchange of ideas among participants? | | | | | |
| 2. developing your understanding of the elements of career education? | | | | | |
| 3. developing your awareness and understanding of the reasons why career education is needed for the students in your school? | | | | | |
| 4. promoting the integration of career education into the curriculum at all grade levels? | | | | | |
| 5. developing a better understanding of your own particular role in career education? | | | | | |

6-13 How helpful were the workshop components in gaining a better understanding of career education? Please indicate any specific components rated in the categories below.

| | | (1) | (2) | (3) | (4) | (5) |
|---|---|---|---|---|---|---|
| Speakers | 6. _____ | | | | | |
| | 7. _____ | | | | | |
| Media | 8. _____ | | | | | |
| | 9. _____ | | | | | |
| Printed Materials | 10. _____ | | | | | |
| | 11. _____ | | | | | |
| Group Activities | 12. _____ | | | | | |
| | 13. _____ | | | | | |

14.-16. How would you rate each of the following aspects of the workshop?

| | (1) Excellent | (2) Good | (3) Fair | (4) Poor | (5) Undecided |
|---|---|---|---|---|---|
| 14. Planning and organization. | | | | | |
| 15. Productivity. | | | | | |
| 16. Overall quality. | | | | | |

17. What grade level(s) do you teach?

(1) ____ K-3 (2) ____ 4-6 (3) ____ 7-9 (4) ____ 10-12

18. How can results of the workshop be shared with other staff members?

19. How can the products or accomplishments of this workshop best be implemented in the school?

20. Additional comments:

## MEETING EVALUATION

Origin This instrument was developed by the Consortium's on-site evaluation consultant and project director for use at Consortium business meetings.

Purpose The instrument can be used to evaluate any meeting for which a definite agenda is established.

Description The instrument contains nine general questions which do not make any reference to a specific meeting and should be appropriate for any number of different meetings. The first seven questions are structured response questions and the last two are open-ended.

Time Requirements The "Meeting Evaluation" can be completed within two or three minutes.

Suggestions for Modification or Local Adaptation The user may wish to add items on specific characteristics of a single meeting after question 3 or 4.

Administration It is suggested that a person other than the meeting chairperson ask all meeting participants or representatives to complete this just prior to the adjournment of the meeting. Having the chairperson or other "authority" figure at the meeting conduct the evaluation could bias respondents and should be avoided.

Data Analysis Since small numbers will most likely be involved in completing this evaluation for any one meeting, data should be reported in raw form after being tabulated and summarized. Conversion to percentages can distort results and should be avoided unless large numbers (50 or more) respond.

Use of Results Response patterns to the various questions can be valuable in improving the conduct of future meetings involving the same group. It can be particularly helpful in identifying the sources of participants' dissatisfactions which might otherwise go unnoticed.

MEETING EVALUATION

Date: _____

1. How would you rate the general organization of this meeting?

   (1) _____ Excellent

   (2) _____ Good

   (3) _____ Satisfactory

   (4) _____ Poor

2. Were the items on the agenda important and relevant to the project?

   (1) _____ Yes, always

   (2) _____ Yes, usually

   (3) _____ Only in a few cases

   (4) _____ No, never

3. Was sufficient time devoted to each item on the agenda?

   (1) _____ Yes, always

   (2) _____ Yes, usually

   (3) _____ Only in a few cases

   (4) _____ No, never

4. Did the agenda cover your current concerns about the project?

   (1) _____ Yes
   (2) _____ No

5. Do you feel you had sufficient opportunity to make significant contributions during the meeting?

   (1) _____ Yes

   (2) _____ No

6. How would you rate the overall productivity of this meeting?

   (1) _____ Very productive

   (2) _____ Moderately productive

   (3) _____ Slightly productive

   (4) _____ Unproductive

7. How would you rate your overall satisfaction with this meeting?

(1) _____ Very satisfied

(2) _____ Moderately satisfied

(3) _____ Slightly satisfied

(4) _____ Slightly dissatisfied

(5) _____ Mod ately dissatisfied

(6) _____ Very dissatisfied

8. What suggestions do you have for improving our meetings?

9. What items do you suggest be placed on the agenda for our next meeting?

## TEACHER SURVEY: MIDDLE AND HIGH SCHOOL

Origin This survey form was developed by the Center for Vocational, Technical and Adult Education at UW-Stout for a third party evaluation of the Wisconsin Career Education Consortium.

Purpose This instrument was designed to collect information on the activities and methods middle, junior and high school teachers use in presenting career education information.

Description The first page of the instrument requests data related to the teacher's assignment and years of experience. The second part of the instrument asks 30 activities and methods for presenting career education information. Each teacher is asked to indicate the extent of present use of each activity or method during the past year. Teachers respond directly on the form by circling the number which represents their response.

Respondent Groups This survey form was designed for middle, junior, and senior high school teachers.

Time Requirements Approximately 20 minutes are required to complete this instrument.

Administration The survey form should be distributed to teachers along with a cover memo to indicate its importance and use. Or, the school system may wish to have this administered during departmental meetings. Regardless of the procedure used, teachers should be informed of the purpose of the data collection and how their responses will be used.

Data Analysis It would be possible to hand tally the responses to each of the items in the survey. Some clerical time would be required to determine the number and proportion of teachers selecting each of the response choices. The form has been designed to facilitate data processing. The responses are easily analyzed in several computer programs. If a large number of teachers is involved and several analyses are needed, for example by grade level, it is recommended that the data be analyzed by computer.

If the survey instrument is administered in a departmental or group meeting, optical scan forms could be used. UW-Stout has a computer program which will analyze responses on this survey form and provide the number and proportion of persons selecting each response choice and the mean and the standard deviation of the responses to each item. In addition, the program will provide a weighted score for all of the activities and methods listed in the instrument. School systems interested in having this data processing service should contact Orville Nelson at UW-Stout (telephone 715/232-1382).

Interpretation of Results Results will need to be interpreted based on a criterion or set of goals for the school system. For example, if a goal has been set to have teachers become more involved for individual and group counseling (items 10 and 11) related to career exploration and decision making, one would look at the response patterns on each survey form to determine the scope of activities used by each teacher. Having total weighted scores available through a computer analysis

would be very helpful in doing this analysis. A review of the results from administrations of previous years will indicate impacts of inservice programs or other new approaches taken during the present school year. Generation of summaries by subject matter area, grade level, or years of teaching experience would identify the impacts of these variables on the career education activities used by teachers.



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Teacher Survey: Middle and High School

Directions: Please complete the items listed below. On most you can check or circle your response. The information collected will be summarized and used to evaluate the current status of career education in the school district. This information will not be used to evaluate your teaching.

1. Name of the school building in which you work:

_____

2. What grade levels do you teach? (Check all that apply)

(1) ___ 6-8 (2) ___ 7-9 (3) ___ 10 (4) ___ 11 (5) ___ 12

3. What subject(s) do you teach: (Check all that apply)

(1) ___ Art

(2) ___ English

(3) ___ Foreign Language

(4) ___ Home Economics as General Education

(5) ___ Industrial Arts as General Education

(6) ___ Mathematics

(7) ___ Music

(8) ___ Physical Education

(9) ___ Science

(10) ___ Social Studies

(11) ___ Special Education

(12) ___ Vocational Education

(13) ___ Other (please specify)

_____

4. How many years teaching experience do you have?

(1) ___ This is my first year

(2) ___ 2-5 years

(3) ___ 6-10 years

(4) ___ 11-20 years

(5) ___ 21 years or more

5. How many years of experience have you had in occupations other than teaching?

(1) ___ None

(2) ___ Less than 2 years

(3) ___ 2-5 years

(4) ___ 6-10 years

(5) ___ 11 years or more

6-36. Listed below are several activities and methods for presenting Career Education information and concepts to students. Please indicate the extent to which you used each this year. Responses range from "Never" (1) to 5 or more times during this year (5).

| Activity/Method for Presenting Career Education Information | Extent of Present Use<br>Never ↓ 1 | 2 | 3 Times ↓ 3 | 4 | 5 or More ↓ 5 |
|---|---|---|---|---|---|
| 6. Field trips | 1 | 2 | 3 | 4 | 5 |
| 7. Visitors or speakers on careers | 1 | 2 | 3 | 4 | 5 |
| 8. A-V media (slides, flims, etc.) on awareness of self and careers | 1 | 2 | 3 | 4 | 5 |
| 9. Special written materials (brochures, articles, etc.) for Career Education | 1 | 2 | 3 | 4 | 5 |
| 10. Group counseling | 1 | 2 | 3 | 4 | 5 |
| 11. Individual counseling | 1 | 2 | 3 | 4 | 5 |
| 12. Peer counseling (students counsel students) | 1 | 2 | 3 | 4 | 5 |
| 13. Themes, papers or term papers on career education topics | 1 | 2 | 3 | 4 | 5 |
| 14. Educational TV | 1 | 2 | 3 | 4 | 5 |
| 15. Projects on careers and career choice | 1 | 2 | 3 | 4 | 5 |
| 16. Displays on career education | 1 | 2 | 3 | 4 | 5 |
| 17. Games (Career Education) | 1 | 2 | 3 | 4 | 5 |
| 18. Educational Fairs on Careers | 1 | 2 | 3 | 4 | 5 |
| 19. Role playing jobs | 1 | 2 | 3 | 4 | 5 |

Please go on to the next page

| Activity/Method for Presenting Career Education Information | Extent of Present Use<br>Never ↓ 1 | 2 | 3 Times ↓ 3 | 4 | 5 or More ↓ 5 |
|---|---|---|---|---|---|
| 20. Simulated work situations (class runs a business, etc.) | 1 | 2 | 3 | 4 | 5 |
| 21. Relating language arts to Career Education concepts | 1 | 2 | 3 | 4 | 5 |
| 22. Relating math skills to various occupations | 1 | 2 | 3 | 4 | 5 |
| 23. Relating science and health to various occupations | 1 | 2 | 3 | 4 | 5 |
| 24. Relating social studies to various skills needed in an occupation | 1 | 2 | 3 | 4 | 5 |
| 25. Relating the arts to occupations and leisure activities | 1 | 2 | 3 | 4 | 5 |
| 26. Presenting activities to help all of my students identify their interests and skills | 1 | 2 | 3 | 4 | 5 |
| 27. Interviews, surveys, etc. to help the students become aware of the variety of occupations in their local community | 1 | 2 | 3 | 4 | 5 |
| 28. Activities to start my students thinking about making a career decision | 1 | 2 | 3 | 4 | 5 |
| 29. Discussed jobs related to topics or units presented in class | 1 | 2 | 3 | 4 | 5 |
| 30. Encouraged students to think about selecting a career | 1 | 2 | 3 | 4 | 5 |
| 31. Involved parents in career education activities | 1 | 2 | 3 | 4 | 5 |
| 32. Involved persons from business and industry in our area to help improve my courses | 1 | 2 | 3 | 4 | 5 |

Over Please

| | Activity/Method for Presenting Career Education Information | Extent of Present Use<br>Never ↓ 1 | 2 | 3 Times ↓ 3 | 4 | 5 or More ↓ 5 |
|---|---|---|---|---|---|---|
| 33. | Worked with a counselor to develop career education activities for my students | 1 | 2 | 3 | 4 | 5 |
| 34. | Used problems and/or tasks from jobs to show students how to apply the contents of my courses | 1 | 2 | 3 | 4 | 5 |
| 35. | Visited and/or worked in a business or industry to find out more about jobs and skills required | 1 | 2 | 3 | 4 | 5 |
| 36. | Other _____ | 1 | 2 | 3 | 4 | 5 |

Thank you. Please return to:

# INSTRUMENTS FOR MEASURING

# CAREER EDUCATION OUTCOMES

## COMMUNITY PLACEMENT EVALUATION

(Student Form)

Origin The instrument is based upon a questionnaire initially developed by the career education coordinator in Sheboygan, Wisconsin. The form was used to evaluate the ½ day mini-placements of 20 seniors in areas of their career interests.

Purpose The instrument provides information on whether and in what ways students have benefited from short-term career education placements in the community. The information can be helpful in planning future community placements.

Description Fifteen items deal with the student's reactions to and benefits from the short-term placement experience. Four of these questions have rating scales and nine items are outcome statements to which the student responds on a "Strongly Disagree" to "Strongly Agree" scale. Space is also provided for general comments and suggestions. Descriptive information in the placement site is also asked for.

Respondent Groups Although the instrument was designed for use by seniors, it is appropriate for all high school students who participate in short-term career education placement experiences.

Time Requirements The form can be completed in approximately 10 minutes.

Administration The instrument is self-administering and ideally should be completed on an individual basis by each student within a short time after the placement experience. The person to whom completed forms are to be returned should be noted at the end of the questionnaire.

Data Analysis Coded responses facilitate tabulation by hand or computer. The method used will depend upon the number of respondents and resources available. Means can be calculated for items 1 through 13. For groups of 50 or more students, frequencies can be converted to percentages to facilitate interpretation of results.

Responses to items 5 through 13 can be summed to yield a total rating of the benefit or impact of the experience which will range from 9 to 45. Higher scores indicate greater career development benefits derived from the experience. A total can be obtained for each individual, and a mean total score can also be calculated.

Interpretation and Use of Results Group means and percentages will be useful in evaluation of the total short-term placement program. Responses may suggest ways in which both students and site sponsors might be better prepared in order to more greatly benefit from the program.

Individual student forms should also be studied carefully as they will be helpful in identifying the best placement sites for additional students and those sites which might be improved or avoided.

After results have been analyzed and reported, the counselor may wish to place the form in the student's individual career planning folder for future reference.

COMMUNITY PLACEMENT EVALUATION

(Student Form)

Your response to the following questions will help teachers and counselors to improve the school's community career education placement program for other students. Please indicate your responses to questions 1-14 by circling the appropriate numbers.

Name_____Grade_____Date_____

Name of placement site_____

Products/Services of placement site_____

Course with which placement was connected_____

Length of time spent at site _____hours

1. How would you rate the value of this experience for you as a student?

   Waste of Time 1 2 3 4 5 Very Worthwhile

2. How would you rate the employer's attitude toward you?

   Very Negative 1 2 3 4 5 Very Positive

3. How would you rate the length of your experience?

   Too Long 1 2 3 4 5 Too Short

4. How would you describe the preparation you received in school for this experience?

   Very Unprepared 1 2 3 4 5 Very Prepared

| | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 5. This experience helped me to see how my studies in school relate to the world of work. | 1 | 2 | 3 | 4 | 5 |
| 6. This experience helped me learn some new job skills. | 1 | 2 | 3 | 4 | 5 |
| 7. This experience introduced me to careers I hadn't thought about before. | 1 | 2 | 3 | 4 | 5 |
| 8. This experience helped me learn more about good work habits. | 1 | 2 | 3 | 4 | 5 |

| | Strongly Disagree | Disagree | Undecided | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 9. This experience helped me learn more about my interests, abilities, and work values. | 1 | 2 | 3 | 4 | 5 |
| 10. This experience helped me to make a career decision or choice. | 1 | 2 | 3 | 4 | 5 |
| 11. This experience will help me in planning future course work in school. | 1 | 2 | 3 | 4 | 5 |
| 12. This experience helped me learn more about job specialization and interdependency. | 1 | 2 | 3 | 4 | 5 |
| 13. This experience helped me learn about how occupations and life styles are interrelated. | 1 | 2 | 3 | 4 | 5 |

14. Would you recommend that other students participate in a similar type of community placement?

1 Yes 2 No

15. Do you have any additional comments or observations which will help the school improve this program for other students?

Thank you for your help. Please return to:

COMMUNITY PLACEMENT EVALUATION

(Sponsor Form)

Origin This instrument is based upon a questionnaire initially developed by the career education coordinator in Sheboygan, Wisconsin. The form was used to evaluate the ½ day mini-placements of 20 seniors in areas of their career interests.

Purpose The instrument obtains employer reactions to short-term career education placements of high school students.

Description Five questions ask the site sponsor to rate the placement experience on its value for students and employer, appropriateness of the length of the placement, and the student's attitude and preparation. Additional observations and suggestions are asked for in four open-ended questions.

Respondent Groups All community placement site sponsors can be asked to fill this out for each student they host.

Time Requirements Only 5 minutes are required for completion of this form.

Administration The form is self-administering. Forms can be provided to sponsors either prior to or immediately following the student's visit. Sponsors should be asked in a short cover letter, which explains the purpose of the evaluation and the importance of their participation, to complete the instrument as soon as possible after the student's visit. The person to whom completed forms are to be returned should be noted at the end of the questionnaire. The program evaluator may wish to include a stamped, addressed, return envelope with each form to insure a high rate of return.

Data Analysis Coded responses facilitate tabulation by hand or computer. The method used will depend upon the number of respondents and resources available. Means can be calculated for items 1 through 5. For groups of 50 or more, frequencies can be converted to percentages to facilitate interpretation of results.

Interpretation and Use of Results The information obtained with this form will be most useful when it is carefully examined on a site-by-site basis. Comparisons can be made between each student's evaluation of this experience and his/her site sponsor's evaluation, particularly for questions 1, 3, and 5. This method of close study will help the program evaluator to identify the best placement sites for additional students and those sites which might be avoided. Response might also suggest ways in which both students and teachers could be better prepared in order to derive maximum benefit from the program.

The student and/or staff member responsible for the short-term placement program may find it desirable to write a thank-you letter to the site sponsor after the experience.

COMMUNITY PLACEMENT EVALUATION

(Sponsor Form)

Your response to the following questions will help local educators evaluate and improve our school's community career education placement program. Please indicate your responses to questions 1-6 by circling the appropriate numbers.

Evaluator's Name and Position_____

Firm Name and Address_____

Student's Name_____Date_____

1. How would you rate the value of this experience for the student?

   Waste of Time 1 2 3 4 5 Very Worthwhile

2. How would you rate the value of this experience for your as an employer?

   Waste of Time 1 2 3 4 5 Very Worthwhile

3. How would you describe the length of this student's experience?

   Too Long 1 2 3 4 5 Too Short

4. How would you describe the student's attitude during this placement?

   Very Poor 1 2 3 4 5 Very Good

5. How would you describe the student's preparation for this experience so that he/she could maximally benefit from it?

   Very Unprepared 1 2 3 4 5 Very Prepared

6. Are you interested in serving as a site sponsor again in the future?

   1 Yes 2 No

   Why or why not?

7. What changes would you suggest, if you were to serve as a site sponsor again?

8. Can you recommend others in the local community who might serve as site sponsors? (Use other side if necessary.)

   Name_____Field of Work_____

   Business Name and Address_____

9. Additional comments on the program and/or student:

Thank you for your assistance. Please return to:

## STUDENT QUESTIONNAIRE ON GUIDANCE SERVICES

Origin The questionnaire was developed by a group of high school counselors in Eau Claire, Wisconsin.

Purpose The questionnaire provides information on high school students' opinions and observations regarding guidance/counseling services in career planning.

Description The instrument contains 24 statements on career guidance experiences which the student responds to on a "Strongly Disagree" to "Strongly Agree" scale. One additional statement requires either a "Yes" or "No" answer. Space is also provided for comments.

Respondent Groups Although the instrument was designed for use primarily in grades 10-12, it has limited utility for grades 8 and 9. It can be given to all students in a school, a random sample, or subgroups selected because of particular characteristics.

Time Requirements The instrument can be completed in less than 30 minutes.

Suggestions for Modification or Local Adaptation The user may find it necessary to alter items 18 and 24 to reflect details of local career education activities and printed materials.

Administration The instrument is self-administering and can be completed in the classroom setting. It is suggested that one person other than a counselor serve as administrator for all groups if this is possible. The user may wish to have students record answers on a separate sheet which can be optically scanned such as the IBM 1230 Document No. 505.

Data Analysis Responses can be tabulated by hand or computer depending upon the number of respondents and resources available. For groups of 50 or more, frequencies should be converted to percentages to facilitate interpretation of results. If a random sample or the entire student population is surveyed, the user may wish to cross tabulate items with the items on grade, sex, and perceived academic level.

Interpretation and Use of Results Results will provide information on the effectiveness of a school's career guidance services and should be discussed particularly among counselors. Weak areas can be identified by large percentages of students responding "Disagree" and "Strongly Disagree." Hopefully identification and discussion of problem areas will lead to specific plans for higher quality services reaching larger numbers of students.

Data obtained from some items can be used to corroborate results of other evaluation efforts such as the Wisconsin Senior Survey, follow-up studies, local needs assessments, etc.

## Student Questionnaire on Guidance Services

The purpose of this questionnaire is to determine how students feel about the guidance/counseling services offered by their school. Please express your true feelings by answering the questions below as honestly as you can. This is not a test, so there are no right or wrong answers.

Circle your response to each statement.

School _____

Grade: 8 9 10 11 12 Sex: M F

I consider myself to be an: A B C D student

| | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 1. My school counselor has encouraged me to think about what I am going to do when I finish high school. | 1 | 2 | 3 | 4 | 5 |
| 2. I have been helped to plan the elective subjects and activities I need and want to take while I am in school. | 1 | 2 | 3 | 4 | 5 |
| 3. Before I entered tenth grade, I was helped to plan my high school program. | 1 | 2 | 3 | 4 | 5 |
| 4. I have had opportunities to take career interest tests and surveys during my high school years. | 1 | 2 | 3 | 4 | 5 |
| 5. I can get help from my counselor in considering information about myself as it relates to my future educational and vocational plans. | 1 | 2 | 3 | 4 | 5 |
| 6. My parents can discuss my future educational and/or vocational plans with my counselor. | 1 | 2 | 3 | 4 | 5 |
| 7. I am generally satisfied with the career/ vocational counseling services I get at my school. | 1 | 2 | 3 | 4 | 5 |
| 8. My counselor has been influential in helping me decide on my high school course selection. | 1 | 2 | 3 | 4 | 5 |
| 9. Many of my classes include units and activities which encourage me to investigate different career interests. | 1 | 2 | 3 | 4 | 5 |
| 10. My counselors and teachers encourage me to investigate personal and education requirements for occupations I have considered. | 1 | 2 | 3 | 4 | 5 |

| | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 11. My school provides me an opportunity to discuss part-time and summer employment with a job counselor. | 1 | 2 | 3 | 4 | 5 |
| 12. The guidance and counseling services available at my school have been adequately explained to me. | 1 | 2 | 3 | 4 | 5 |
| 13. There is a large supply of printed and visual career information available to me at my school. | 1 | 2 | 3 | 4 | 5 |
| 14. I have received help from a school counselor in understanding the meaning of scores of standardized tests I have taken (such as achievement, school ability or aptitude tests). | 1 | 2 | 3 | 4 | 5 |
| 15. My parents can discuss the results of any aptitude, ability, or achievement tests I have taken with my counselor. | 1 | 2 | 3 | 4 | 5 |
| 16. The course description booklet given to me was clear, concise, and aided me in my course selections. | 1 | 2 | 3 | 4 | 5 |
| 17. Tests and interest surveys I have taken influenced my course selection. | 1 | 2 | 3 | 4 | 5 |
| 18. The careers unit in the eighth grade social studies class assisted me in my high school course selections. | 1 | 2 | 3 | 4 | 5 |
| 19. My counselor was helpful in my selection of a post-high school educational program (college, technical institute, business school, etc.). | 1 | 2 | 3 | 4 | 5 |
| 20. Financial aid programs for post-high school training were adequately explained to me in high school. | 1 | 2 | 3 | 4 | 5 |
| 21. Career days, outside resource people, and guest speakers were helpful to me in learning about various career opportunities and requirements. | 1 | 2 | 3 | 4 | 5 |
| 22. Opportunities in the United States military services were adequately explained to me in high school. | 1 | 2 | 3 | 4 | 5 |

| | Strongly Disagree | Disagree | Unsure | Agree | Strongly Agree |
|---|---|---|---|---|---|
| 23. I have had opportunities to speak with representatives of various colleges, technical schools, the United States military services, and other post-high school training programs while I have been in high school. | 1 | 2 | 3 | 4 | 5 |
| 24. Printed materials from my school's guidance department including Senior Guidelines, Wisconsin Decision, etc., have been useful to me. | 1 | 2 | 3 | 4 | 5 |
| 25. I have talked to my counselor at least once since I've been in high school. | Yes | | No | | |

Comments:

## STUDENT ASSESSMENT OF CAREER DEVELOPMENT ACTIVITIES

Origin The current form is a third draft of an instrument piloted during the 1974-75 school year with 50 students in science classes at Madison West High School. It was later used with 100 students in four randomly selected, required academic classes and continues to be used with randomly selected classes.

Purpose This instrument provides a general assessment of programs and services relative to career planning which are delivered by counselors, teachers, and others.

Description The instrument is comprehensive and contains 65 items, most of which require a frequency type response ranging from "Almost Always" to "Never." Four items require a "Yes" or "No" response. Through repeated administration, it can reflect both staff accomplishments and remaining student needs regarding career planning which should be addressed in the future.

Respondent Groups The instrument is useful for all students in grades 9-12. The user may wish to administer the instrument to either a random or special sample of the school's student population.

Time Requirements Actual administration time is approximately 30 minutes. However, it is the type of instrument that can elicit much classroom discussion on career planning following administration.

Suggestions for Modification or Local Adaptation Because of its length, the user may wish to logically divide items into two or more shorter instruments. Particular items can be deleted if they are inappropriate for the setting in which the instrument is being used, or if similar data is available from other sources.

Administration The instrument has been designed to be used at the end of the school year because the data it yields is intended to help staff in making changes before the next school year. It is advisable that a person who is not part of a group identified in the instrument be selected to administer it to avoid biasing responses toward teachers or counselors. If several groups are involved, one person should serve as administrator to avoid the confounding variable of multiple administrators.

Data Analysis Due to the length and possibility of many cross tabulations, key punching the data for computer analysis is suggested. When the number of respondents is fairly large (50 or more), response frequencies for each item can be converted to percentages for easier interpretation. The user may wish to cross tabulate specific items by grade level, sex, or other appropriate variables.

Interpretation of Results A high number or percentage of "Almost Always" or "Regularly" responses will identify strong facets of the career planning help which the school provides. Items with a large percentage of "Seldom" or "Never" responses will indicate areas where the staff can improve its career planning help to students.

Results should be discussed among teachers and counselors as a group to emphasize the importance of working as a team in career education. Discussion of results will hopefully lead to action plans for the coming year.

Many items will yield data which can be used to verify or confirm results of other evaluation efforts such as the Wisconsin Senior Survey, follow-up studies, and local needs assessments.

STUDENT ASSESSMENT OF CAREER DEVELOPMENT ACTIVITIES

Please circle the number which represents your most accurate or best answer to each question below. Answer for activities which may have been part of any class or any school sponsored program in your high school. Do not include activities which have taken place prior to your enrollment in high school.

School _____

Grade Level: 9 10 11 12 Sex: M F

| | | ALMOST ALWAYS | REGULARLY | SOMETIMES | SELDOM | NEVER |
|---|---|---|---|---|---|---|
| 1-3 | Have the following school staff provided the opportunity to discuss with you the strengths and weaknesses which you may have in the academic subjects (performance, course grades, test scores)? | | | | | |
| | 1. guidance counselors | 1 | 2 | 3 | 4 | 5 |
| | 2. teachers | 1 | 2 | 3 | 4 | 5 |
| | 3. others _____ (indicate) | 1 | 2 | 3 | 4 | 5 |
| 4. | Have your classes discussed the importance of good work habits? | 1 | 2 | 3 | 4 | 5 |
| 5. | Have the activities in your classes related to your career goals beyond high school? | 1 | 2 | 3 | 4 | 5 |
| 6. | Have your classes scheduled time for discussions, explanations, or reading about professions, careers and working? | 1 | 2 | 3 | 4 | 5 |
| 7. | Have your classes discussed work values (work satisfaction, economic rewards, challenge, security) and the importance of your attitudes toward these values? | 1 | 2 | 3 | 4 | 5 |
| 8. | Have your classes taken field trips which included observing workers and conditions under which they work? | 1 | 2 | 3 | 4 | 5 |
| 9. | Have your classes provided opportunities to examine your personal work habits (i.e., ability to follow instructions)? | 1 | 2 | 3 | 4 | 5 |

| | | ALMOST ALWAYS | REGULARLY | SOMETIMES | SELDOM | NEVER |
|---|---|---|---|---|---|---|
| 10. | Have your classes explored your likes and dislikes as they relate to your future career goals? | 1 | 2 | 3 | 4 | 5 |
| 11-13 | Have the following school staff provided the opportunity to discuss with <u>you</u> skills you have that would enable you to obtain a job (full-or part-time) now or in the near future? | | | | | |
| | 11. guidance counselors | 1 | 2 | 3 | 4 | 5 |
| | 12. teachers | 1 | 2 | 3 | 4 | 5 |
| | 13. others _____ (indicate) | 1 | 2 | 3 | 4 | 5 |
| 14-16 | Has the school staff explored your personal strengths and weaknesses, interests, and/or career goals with <u>you</u> in discussions with them? | | | | | |
| | 14. guidance counselors | 1 | 2 | 3 | 4 | 5 |
| | 15. teachers | 1 | 2 | 3 | 4 | 5 |
| | 16. others _____ (indicate) | 1 | 2 | 3 | 4 | 5 |
| 17-20 | Has the school staff helped <u>you</u> to examine training or educational opportunities beyond high school in discussions with them? | | | | | |
| | 17. guidance counselors | 1 | 2 | 3 | 4 | 5 |
| | 18. teachers | 1 | 2 | 3 | 4 | 5 |
| | 19. administrators | 1 | 2 | 3 | 4 | 5 |
| | 20. others _____ (indicate) | 1 | 2 | 3 | 4 | 5 |
| 21-22 | Have <u>you</u> talked with people now working (employed) regarding on-the-job training opportunities? | | | | | |
| | 21. as a part of the school program | 1 | 2 | 3 | 4 | 5 |
| | 22. on your own | 1 | 2 | 3 | 4 | 5 |

| | | ALMOST ALWAYS | REGULARLY | SOMETIMES | SELDOM | NEVER |
|---|---|---|---|---|---|---|
| 23-28 | Have you had an opportunity to discuss with others the economics of working and employment (salaries, demand for skills, opportunities or openings available)? | | | | | |
| | 23. guidance counselors | 1 | 2 | 3 | 4 | 5 |
| | 24. teachers | 1 | 2 | 3 | 4 | 5 |
| | 25. administrators | 1 | 2 | 3 | 4 | 5 |
| | 26. other students | 1 | 2 | 3 | 4 | 5 |
| | 27. parents and relatives | 1 | 2 | 3 | 4 | 5 |
| | 28. others _____ (indicate) | 1 | 2 | 3 | 4 | 5 |
| 29-34 | Have you had an opportunity to identify several occupations that you might consider for immediate employment through the following? | | | | | |
| | 29. in counseling discussions | 1 | 2 | 3 | 4 | 5 |
| | 30. as part of class activities | 1 | 2 | 3 | 4 | 5 |
| | 31. with administrators | 1 | 2 | 3 | 4 | 5 |
| | 32. in student discussions | 1 | 2 | 3 | 4 | 5 |
| | 33. parents and relatives | 1 | 2 | 3 | 4 | 5 |
| | 34. others _____ (indicate) | 1 | 2 | 3 | 4 | 5 |
| 35. | Have your course activities included a consideration of your beliefs, values and ideals relating to work or careers? | 1 | 2 | 3 | 4 | 5 |
| 36-38 | Has the school staff provided the opportunity to discuss career decision making skills, job hunting skills, and initial problems related to entering a career? | | | | | |
| | 36. guidance counselors | 1 | 2 | 3 | 4 | 5 |
| | 37. teachers | 1 | 2 | 3 | 4 | 5 |
| | 38. others _____ (indicate) | 1 | 2 | 3 | 4 | 5 |

| | | ALMOST ALWAYS | REGULARLY | SOMETIMES | SELDOM | NEVER |
|---|---|---|---|---|---|---|
| 39. | Have you had opportunities to develop skills that will allow entry into an occupation (take a job) immediately following your graduation? | 1 | 2 | 3 | 4 | 5 |
| 40-43 | Have there been opportunities for you to discuss alternatives concerning career opportunities? | | | | | |
| | 40. in counseling sessions | 1 | 2 | 3 | 4 | 5 |
| | 41. in class | 1 | 2 | 3 | 4 | 5 |
| | 42. informally with administrators | 1 | 2 | 3 | 4 | 5 |
| | 43. other _____ (indicate) | 1 | 2 | 3 | 4 | 5 |
| 44-47 | Have you had opportunities to discuss your future career choices? | | | | | |
| | 44. in counseling sessions | 1 | 2 | 3 | 4 | 5 |
| | 45. in class | 1 | 2 | 3 | 4 | 5 |
| | 46. informally with administrators | 1 | 2 | 3 | 4 | 5 |
| | 47. other _____ (indicate) | 1 | 2 | 3 | 4 | 5 |
| 48-50 | Has the school staff provided possible sources of information concerning full- or part-time employment following your graduation from high school? | | | | | |
| | 48. in counseling sessions | 1 | 2 | 3 | 4 | 5 |
| | 49. in class | 1 | 2 | 3 | 4 | 5 |
| | 50. other _____ (indicate) | 1 | 2 | 3 | 4 | 5 |
| 51-53 | Has the school staff provided information on recent trends in careers and occupations? | | | | | |
| | 51. in counseling sessions | 1 | 2 | 3 | 4 | 5 |
| | 52. in class | 1 | 2 | 3 | 4 | 5 |
| | 53. other _____ (indicate) | 1 | 2 | 3 | 4 | 5 |

| | | ALMOST ALWAYS | REGULARLY | SOMETIMES | SELDOM | NEVER |
|---|---|---|---|---|---|---|
| 54. | Have you had opportunities to share with parents discussions you have had concerning your career aspirations? | 1 | 2 | 3 | 4 | 5 |
| 55. | Have you had an opportunity to discuss governmental agencies (employment service, work incentive program) and organizations which can assist you in training for, applying for, and acquiring a job? | 1 | 2 | 3 | 4 | 5 |
| 56-57 | Have you been provided opportunities to identify a primary profession or occupation in which you are interested? | | | | | |
| | 56. to spend time making plans | 1 | 2 | 3 | 4 | 5 |
| | 57. to talk about these plans with others | 1 | 2 | 3 | 4 | 5 |
| 58-61 | Have you been provided opportunities to discuss, examine, or read specific job descriptions, responsibilities, and duties? | | | | | |
| | 58. in counseling sessions | 1 | 2 | 3 | 4 | 5 |
| | 59. in class | 1 | 2 | 3 | 4 | 5 |
| | 60. on my own | 1 | 2 | 3 | 4 | 5 |
| | 61. other _____ (indicate) | 1 | 2 | 3 | 4 | 5 |
| 62. | Have you held a job for which you received payment since entering high school? (circle your answer) | YES | | NO | | |
| 63. | Have you held a job during the past school year? | YES | | NO | | |
| 64. | Did you have a job last summer? | YES | | NO | | |
| 65. | Do you have a job at the present time? | YES | | NO | | |

General comments:

## HIGH SCHOOL FOLLOW-UP QUESTIONNAIRE

Origin The contents of this questionnaire represent a synthesis of several instruments from districts across the state of Wisconsin and most especially from questionnaires used in follow-up studies conducted in Eau Claire, Madison, and Sheboygan.

Purpose The instrument obtains information from high school graduates on the quality and effectiveness of their career education experiences during the time they were high school students. The questions allow graduates to evaluate their career education experiences after they have had a chance to apply the knowledge and skills obtained in high school to their post high school careers.

Description The questionnaire has twenty-five items, most of which can be answered with a check beside the appropriate response. The questions cover present career status and the value of career development experiences had during high school.

Respondent Groups The instrument can be used to collect feedback from any students who leave high school. School personnel have found that the most successful follow-up studies are conducted within one to five years after a class graduates.

Time Requirements The questions can be answered within approximately 15 minutes.

Suggestions for Modification While this questionnaire can readily be used as it appears, it is offered principally as a model for the design of local follow-up questionnaires. Each district may have its own particular career education program characteristics which it wishes to evaluate and which should be included. Some may wish to select particular items for inclusion in a more general, comprehensive follow-up instrument which examines high school preparation and experience in many different areas. Development of such an instrument was beyond the scope of the consortium and its AE Kit.

Administration Data collection for a follow-up study can be a complex and demanding activity, so those who embark upon such an endeavor are advised to study other sources and examples before beginning. The basic steps to administering a follow-up are: 1) to obtain a list of names and addresses of persons in the class being studied; 2) mail the instrument with a cover letter and return envelope; 3) conduct one or two follow-ups of non-respondents via the mail and/or telephone to minimize response bias. It is very important for a valid follow-up study to obtain a high percentage of returns.

Data Analysis Since most follow-up studies will involve large numbers of respondents, key punching and computer tabulation of results is the most efficient method. The school may wish to contract with an outside data processing center, such as those at universities and technical institutes, for these services.

Frequencies within any question should be converted to percentages to facilitate meaningful interpretation. Means can be calculated for items 15-24.

Interpretation and Use of Results Follow-up studies usually generate considerable interest among school staff. Results should be shared with all staff for the purpose of promoting discussions on their implication for improving the educational program. Ranking of mean scores on questions 15-24 will indicate those career education concepts and activities which are being stressed to a significant degree as well as those which may have been receiving relatively little emphasis and which need to be strengthened.

Follow-up study reports written in consortium districts such as Eau Claire, Madison, and Shawano provide examples of how to report and discuss data and draw recommendations from the results. It is advisable for individuals unfamiliar with follow-up studies to obtain and consult examples such as these.

One good, recently published manual on how to conduct follow-up studies of former high school students is:

> Irvin, Donald, and George Copa. Status of Former High School Students; Procedure for Local Assessment (Procedures Manual). Minneapolis; Minnesota Research Coordinating Unit for Vocational Education, University of Minnesota, 1976.

A summary report of an actual follow-up study which was conducted to test the procedures discussed in the above manual is also available from the Minnesota Research Coordinating Unit for Vocational Education.

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HIGH SCHOOL FOLLOW-UP QUESTIONNAIRE

Directions: Please read questions carefully. Mark your answer to each question with an X in the appropriate blank. Please print your written responses.

1. Name _____ (Maiden name) _____

2. Home mailing address _____
(Street)

_____
(City) (State) (Zip)

3. Sex: (1)____Male (2)____Female

4. Marital status: (1)____Single (2)____Married (3)____Divorced or Separated

5. Did you graduate from high school?
(1)____Yes (Year: 19__) (2)____No

6. What was the major emphasis of your high school courses? (Check one only.)
(1)____College Preparatory
(2)____Industrial Education
(3)____Home Economics
(4)____Business Education
(5)____General Education
(6)____Other (Please specify_____)

7. Which of the following best describes your present career status? (Check one only.)
(1)____Employed full-time
(2)____Enrolled full time in a business, vocational or technical college
(3)____Enrolled full time in a four-year college program
(4)____In a state approved apprenticeship program or other on-the-job training program
(5)____Homemaker (no full-time employment outside home)
(6)____In military service
(7)____Unemployed
(8)____Other (Please describe_____)

8. Which of the following best describes your present occupational goal? (Check one only.)
(1)____Agricultural (farming, nursery, etc.)
(2)____Clerical or Sales (bookkeeper, etc.)
(3)____Construction (carpenter, painter, etc.)
(4)____Mechanics or Repairman (auto, etc.)

(5)_____Production (assembler, machines, etc.)

(6)_____Semiprofessional and Technical (commercial art, engineering aide, lab helper, etc.)

(7)_____Service (waitress, service station, etc.)

(8)_____Health (nurse's aide, orderly, etc.)

(9)_____Arts (music, art, etc.)

(10)_____Managerial (personnel, retail, etc.)

(11)_____Professional (nurse, doctor, teacher, etc.)

(12)_____Homemaking

(13)_____Other (Please specify)

9. Has your career goal changed since high school? (1)_____Yes (2)_____No

10. IF YOU ARE ATTENDING SCHOOL:

Name of school_____(1)_____Full-time (2)_____Part-time

Address of school_____

Program/Major_____

11. IF YOU ARE EMPLOYED:

Name of Employer_____(1)_____Full-time (2)_____Part-time

Address of Employer_____

Job title_____

12. IF YOU ARE EMPLOYED FULL-TIME:

What are your career plans for the near future?

(1)_____Continue in my present job

(2)_____Look for another job

(3)_____Return for more schooling, full-time

(4)_____Continue my education part-time while working

(5)_____Leave work to raise a family

13. IF YOU ARE EMPLOYED FULL-TIME:

How did you find your job? (Check the source which was <u>most</u> helpful.)

(1)_____Through a newspaper ad

(2)_____Through the Wisconsin Job Service

(3)_____Through a private agency

(4)_____By applying directly to the employer

(5)_____Through the civil service

(6)_____Through a school counselor

(7)_____Through a friend or relative

(8)_____Other (Please specify _____)

14. To what extent do you believe that your high school emphasis of course work prepared you for your present training, education, or work?

(1)_____Complete preparation

(2)_____Much preparation

(3)_____Some preparation

(4)_____Little preparation

(5)_____No preparation

15-24. The following section asks your opinions of your high school experiences. Circle the number to the right of each statement which best describes your experience as you remember it.

| While in high school I received . . . | A GREAT DEAL | AN ADEQUATE AMOUNT | SOME | VERY LITTLE | NONE |
|---|---|---|---|---|---|
| 15. information which helped me to explore and develop my abilities, interests, and skills. | 5 | 4 | 3 | 2 | 1 |
| 16. opportunities to learn about different jobs or job clusters through field trips, filmstrips, movies, and other activities. | 5 | 4 | 3 | 2 | 1 |
| 17. information about current and future trends in the job market. | 5 | 4 | 3 | 2 | 1 |
| 18. information on how particular occupations can effect my lifestyle and/or my standard of living. | 5 | 4 | 3 | 2 | 1 |
| 19. career counseling which helped me to see my abilities and interests in relation to my high school course selections and career alternatives. | 5 | 4 | 3 | 2 | 1 |
| 20. information about how and where to obtain additional training that I needed or wanted. | 5 | 4 | 3 | 2 | 1 |
| 21. information and assistance in seeking and getting a job. | 5 | 4 | 3 | 2 | 1 |
| 22. information about what employers and schools will expect of me (how to develop good work habits). | 5 | 4 | 3 | 2 | 1 |
| 23. information about labor unions and other organizations related to employment. | 5 | 4 | 3 | 2 | 1 |
| 24. information on the importance of competence in the basic skills of reading, writing and math to succeed in various occupations. | 5 | 4 | 3 | 2 | 1 |

25. What do you think your high school could have done to better prepare you for the world of work?

## ABOUT MY CLASSROOM

Origin The current form is a revision of an instrument previously developed and used by teachers in Watertown, Wisconsin.

Purpose "About My Classroom" can be used to measure elementary school students' awareness of career education activities infused into the classroom curriculum.

Description The instrument contains 12 statements on various kinds of career education activities which may occur in the classroom. The student responds either YES, NO, or ? (cannot remember) to each statement. Items 1 through 11 correspond to items 1 through 11 on the Career Education Activities Survey.

Respondent Groups "About My Classroom" is most appropriate for students in grades 3 and 4.

Time Requirements Only 10 to 15 minutes are usually required to administer the instrument, but no time limits should be imposed by the teacher.

Administration If the results are to be valid, it is important that the teacher give no forewarning of the exercise or make any preliminary comments which could influence student responses. It is also advisable not to administer it shortly after a classroom career education activity.

1. Ask the children to write their names, school, grade and date on the appropriate lines.
2. The administrator should read the directions aloud, while the students read them silently, and make sure all students understand them.
3. Items should be read aloud by the examiner with adequate time given after each for students to respond. Care should be taken to maintain an optimal pace which does not permit second thoughts or distractions among the class.
4. It should be unnecessary to answer questions from students unless the questions regard instructions or particular vocabulary words.

Data Analysis YES, NO, or ? responses can easily be hand tabulated for each class or group. Each item response distribution can then be converted to percentages if the number of respondents is reasonably large (50 or more).

Interpretation and Use of Results A large proportion of YES responses to any item or group of items would indicate that these activities had made a good impression upon students. If the teachers involved complete a "Career Education Activities Survey" before administration of the "About My Classroom," comparisons can be made on items 1 through 11 of each instrument. Generally one would expect that those activities which occur more frequently will be remembered or make a stronger impression upon students than those which seldom occur. Certainly if career education activities are to have an impact upon students' career choices it is desirable that students be fully aware of the activities which will later help them make career decisions.

ABOUT MY CLASSROOM

NAME _____ GRADE _____

SCHOOL _____ DATE _____

On this page there are twelve sentences. The sentences tell about things you may have done in your classroom this year. Be sure to answer all of the questions as honestly as you can.

If you did these things this year, circle YES. EXAMPLE: (YES)

If you did not do these things this year, circle NO. EXAMPLE: (NO)

If you cannot remember, circle ? EXAMPLE: (?)

| | | | | |
|---|---|---|---|---|
| 1. | In my class, we made things for displays about work or people at work. | YES | NO | ? |
| 2. | In my class, mothers and fathers came to tell us what kinds of work they do. | YES | NO | ? |
| 3. | In my class, we had other people visit with us to tell us about their work. | YES | NO | ? |
| 4. | In my class, we went to visit with people at places they work to hear about what they do. | YES | NO | ? |
| 5. | In my class, there were tools or machines that we could work with or take apart or put together. | YES | NO | ? |
| 6. | In my class, we watched movies or film-strips about people at work. | YES | NO | ? |
| 7. | In my class, we listened to stories or records or tapes about people at work. | YES | NO | ? |
| 8. | In my class, we read stories about people at work. | YES | NO | ? |
| 9. | In my class, we wrote stories about work. | YES | NO | ? |
| 10. | In my class, we talked about the kinds of work people do. | YES | NO | ? |
| 11. | In my class, we played games to learn about jobs and people at work. | YES | NO | ? |
| 12. | **In my class, we talked about how school will help us in our work after we get out of school.** | YES | NO | ? |

## INTERACTION EXPERIENCE WITH BUSINESS PEOPLE

Origin The current form is a revised, shortened version of an inservice evaluation instrument used in the Madison Public Schools during the past three years.

Purpose The instrument provides feedback to the business community on the value of their input in special inservice sessions designed to increase teachers' knowledge of the role of business in society and related implications for education.

Description The form contains ten items including one item useful in describing the respondent group. The first nine items allow each respondent to rate on a 1 (low) to 7 (High) scale his or her knowledge of various facets of business as it relates to education. Used as a pre-post measure, the instrument will reflect growth in teacher understanding of business brought about through inservice activities. The pretest can serve to stimulate teacher interest in the inservice and help them to formulate questions which can be asked of participating business people.

Respondent Groups All teachers and counselors who participate in a business-education articulation program should complete this. To date, the instrument has not been used with a "control" group of staff: nor has it been used with special groups such as "economic education" teachers, who would provide interesting data for comparisons.

Time Requirements It requires 5-8 minutes to complete.

Suggestions for Modification or Local Adaptation Additional items may be added to more directly reflect specific local business input or program topics and issues.

Administration "Interaction Experience with Business People" should be administered at the beginning of the first inservice session as a pretest and readministered to the same group at the close of the last sessions as a posttest. In order to make a statistical test of the degree of change between pre- and posttest, it is necessary that each respondent identify himself or herself by name or an assigned number on both forms.

Data Analysis Ratings can easily be hand tallied: or, if the number of respondents is quite large, ratings may be keypunched for computer analysis. In addition to tallying individual items, a total should be obtained for each respondent by adding up ratings on the first nine items.

Means should be computed for individual items and total scores. Test for correlated samples is the appropriate statistical test of the level of significance in the group's change. Results significant at the .05 level would indicate significant growth on the part of participants.

Results can also be examined for sub-groups based upon levels taught in school as identified in item 10.

Interpretation and Use of Results The instrument will provide useful information to school staff who organize and oversee the inservice. Results will also be of interest to the business contributors to the inservice and should be shared with them. It is important to attempt to the areas of teacher growth to specific business input. Results could also be shared with other interested individuals and organizations such as the school Superintendent, any Business and Education Coordinating Council (Career Education Advisory Committee), the Chamber of Commerce, etc.

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INTERACTION EXPERIENCE WITH BUSINESS PEOPLE

This professional growth experience is designed to help you increase your knowledge of the role of business in society, and the related implications for education. Past experiences indicate that business seminar-visitation programs can be very helpful to educators. A "pre-post reading" from each of the participants will help to evaluate this program, so we are inviting you to complete this questionnaire. Please circle the number on the scale which represents your own assessment of your present degree of knowledge, understanding, skill, or attitude referred to in each question.

| | LOW | | | | | | HIGH |
|---|---|---|---|---|---|---|---|
| 1. How would you rate your understanding of economic issues facing the United States today (i.e., inflation, recession, unemployment, etc.)? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 2. How would you rate your understanding of the American free enterprise system? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 3. How would you rate your present degree of knowledge of business and industry in the community and surrounding area? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 4. How would you rate your understanding of the private business sector as compared to your understanding of public education? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 5. Indicate the degree to which you are familiar with current employment trends in the community and surrounding area. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 6. Indicate your knowledge of career opportunities for employment-bound students. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 7. Indicate your knowledge of the applications of basic skills (the three R's) in community businesses. | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 8. To what extent are you aware of the attitudes toward work held by youthful employees? | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 9. Indicate the degree to which you call upon the guidance counselor to assist in planning and delivering career related activities associated with the courses you teach (middle and high school teachers only). | 1 | 2 | 3 | 4 | 5 | 6 | 7 |

10. School level:
    ___ elementary
    ___ middle
    ___ high school

# INFORMATION ON PUBLISHED INSTRUMENTS

# USED BY THE CONSORTIUM

# EMPLOYMENT READINESS SCALE

Author Anthony M. Alfano

Purpose The instrument provides information on readiness for work by measuring work values of high school seniors and adults seeking and having regular employment.

Description The instrument contains 43 descriptive statements which are responded to on a four-point scale ranging from "This is true for me all the time" to "This is not true for me at all." The instrument is self-administered and requires approximately 10-15 minutes.

Cost Although the scale has been copyrighted, no price has been established. Interested professional persons may obtain limited permission to reproduce the scale by writing the author.

Scoring and Interpretation Scoring can quite easily be done by hand. For large groups the data can be keypunched and computer analyzed. The author has reported mean scores for several groups of individuals including currently employed, chronically unemployed, and those seeking employment; but a good set of norms is not available at this time. Consequently, results can pose problems in interpretation.

Remarks The Employment Readiness Scale was administered in Spring, 1975 to three groups of students in the Oregon High School: 1) a group of potential dropouts receiving special attention, 2) seniors not pursuing further education, and 3) a sample of juniors. Students recorded their responses on separate IBM answer sheets which were subsequently computer scored. Most students found the testing experience to be an interesting and enjoyable one. Mean scores of all three groups were higher than the author's group of currently employed individuals, indicating good work values and a readiness for work among the students.

The Employment Readiness Scale was "recommended as promising" in a career education instrument review conducted for the U.S. Office of Education.

Publisher For further information contact the author:

Anthony M. Alfano
Department of Counseling and
Human Development Services
University of Georgia
Rm. 325, Tucker Hall
Athens, Georgia 30602

## PIERS-HARRIS CHILDREN'S SELF-CONCEPT SCALE

Authors Ellen V. Piers and Dale B. Harris

Purpose This instrument measures self-esteem of children in grades 3-12.

Description The scale contains 80 statements written in first person singular form which students respond to by circling either "Yes" (meaning the statement is generally like the person) or "No." The test is self-administered and requires approximately 15-20 minutes to complete dependent upon the age and reading ability of the respondents.

Cost Tests are $.23 each or $.20 each when quantities of 100 or more are ordered. The scoring key is $.60 and the price of the manual is $1.00. A specimen set is available for $1.50.

Scoring and Interpretation Hand scoring with the key is fairly easy. If large numbers of respondents are involved, the user may wish to keypunch answers or use answer sheets which can be computer scanned for analysis. The manual provides school age norms, and means and standard deviations for grade levels in school systems in different geographical areas of the country which are helpful in interpretation.

Remarks The Piers-Harris has been used to measure growth in the self-esteem of third and fourth grade students at Oregon Elementary School. Comparative data were obtained through administrations in 1976 and 1977. Reaction of teachers and students to the Piers-Harris was favorable. Administration and scoring posed no problems.

The Piers-Harris is one of several instruments recommended in a career education instrument review conducted for the U.S. Office of Education. It is strongly suggested that the instrument be used in evaluation designs employing a control group.

Publisher For further information contact:

Counselor Recording and Tests
Box 6184 Acklen Station
Nashville, Tennessee 37212

## SELF OBSERVATION SCALES (Primary Level)

Authors Jack Stenner and William Katzenmeyer

Purpose This instrument measures four dimensions of children's self-concept: 1) self acceptance, 2) social maturity, 3) school affiliation, and 4) self security.

Description The test contains 50 items to which the student responds either "Yes" or "No" by blackening in noses on happy and sad faces. The primary level form is appropriate for K-3 grades and requires 20-25 minutes to complete. The form is administered by the teacher, who reads items aloud one at a time to the children.

Cost Test booklets and answer sheets come in packages of 30 for $35.00.

Scoring and Interpretation The instrument cannot be scored locally. Scoring services are included in the purchase price of the instruments. Supplemental and custom scoring services are available at additional cost. Accompanying the individual student scores are scale descriptions and graphs plotting percentile scores for each group which aide the user in interpreting results.

Remarks The Self Observation Scales have been successfully used to measure student self-concept in grades 1 and 2 at Oregon Elementary School. The data provided teachers and administrators with valuable information on the current level of student self-concept development - an area stressed in career education at the primary level.

Children enjoyed completing the instrument, administration was found to be easy, and clear and concise scoring reports were returned in approximately three weeks. Principal drawback of this instrument is its cost which is over $1.15 per student, a figure which is likely to discourage use with large groups of students.

It is recommended that the SOS be used in a pretest-posttest evaluation design employing a control group so that the evaluator can account for growth in self-concept which is simply the result of maturation or other educational experiences rather than specific career education activities.

An intermediate level form for grades 4 - 6 is also available. This form yields scores for social confidence, teacher affiliation, and peer affiliation in addition to scores for the four dimensions of the primary level form.

Publisher For further information or a specimen set, contact:

National Testing Service
2526 Erwin Road
Durham, North Carolina 27705

## WISCONSIN SENIOR SURVEY

Purpose The Wisconsin Senior Survey provides data on the post-graduation career plans of high school seniors.

Description The survey is a four-page instrument containing 45 questions. The items both measure and stimulate thought about: 1) self and activities following graduation, 2) career alternatives, 3) reasons underlying career choices, and 4) barriers to goal attainment.

Cost The cost of the survey, including a printout of results, is sixty cents ($0.60) per senior. A minimum charge of $25.00 will be made if there are fewer than 42 seniors.

Scoring Completed surveys are returned to the Wisconsin Vocational Studies Center for computer scoring which is included in the purchase price. Results are reported in both frequencies and percentages and are easy to interpret. Special analyses and cross tabulations are available on a contract basis. Cost of these services is based on actual cost involved.

Remarks All member school districts of the Wisconsin Career Education Consortium administered the survey in April, 1976. Shawano, Kimberly, and the latter's partner district, Weyauwega, conducted the survey again in spring, 1977. Counselors, in particular, have found Senior Survey data helpful to career education program improvement efforts. Results have also been useful to the consortium's third party evaluator.

Since the survey was administered to seniors in virtually all Wisconsin high schools in 1975, most schools in the state already have baseline or comparative data.

The Shawano and Madison School districts have developed attractive formats for organizing and reporting Senior Survey results which encourage use of the data by various district staff members.

Publisher Address all correspondence and inquiries to:

Roger Lambert, Associate Director
Wisconsin Vocational Studies Center
321 Education Building (Box 49)
University of Wisconsin
Madison, Wisconsin 53706

ASSESSMENT OF CAREER DEVELOPMENT
Houghton Mifflin
One Beacon Street
Boston, Massachusetts 02107

The ACD is designed for students in grades 8-11, takes 125 minutes to administer, and yields subscores on occupational characteristics, occupational requirements, exploratory occupational experiences, career planning knowledge, and career planning involvement. Provisions have been made on the computer scored answer sheet for up to 19 locally constructed questions.

CAREER MATURITY INVENTORY
CTB/McGraw Hill
Del Monte Research Park
Monterey, California 93940

The CMI is appropriate for grades 7-12 and takes 150 minutes to administer (approximately 25 minutes for each of six parts). Scores are obtained for an attitude toward work scale and five competence tests on self-appraisal, occupational information, goal selection, planning, and problem solving.



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